

Point of View

By Robert M. O'Neill

IT HAS BEEN A TOUGH SEASON for campus speech codes. Republican Sen. Larry Craig of Idaho early this year introduced a bill that would bar all federally supported colleges and universities (public and private) from disciplining students on the basis of "protected speech." The Wisconsin Legislature has bitterly divided over a new and more precise version of a speech code that the University of Wisconsin Regents devised to replace one struck down on constitutional grounds last year.

At its annual meeting last month, the American Association of University Professors approved an unequivocal declaration against speech codes, after earlier considering a draft statement endorsing speech codes in some circumstances. On college campuses, the statement said, "rules that ban or punish speech based upon its content cannot be justified."

Then, two weeks ago, came yet another challenge, in the form of the Supreme Court's long-awaited decision on cross burning. The seriousness of the challenge came not simply from the result of the case—a judgment holding that cities and states may not punish expressive conduct (even conduct as hateful as burning a cross on a black family's lawn) when the sanction singles out a particular message or viewpoint. What made the decision even more telling was the unanimity of a normally conservative Court in striking down a St. Paul law barring bigoted acts, such as burning crosses or painting Nazi swastikas, that arouse "anger, alarm or resentment in others on the basis of race, color, creed, religion or gender."

All nine justices agreed that the law violated the First Amendment's guarantee of freedom of speech, even though the harmony of result masked sharp differences in philosophy and approach.

The central question now for the academic community is what the cross-burning means for campus speech codes and similar policies. Here one must reason by analogy: it is a long way from burning crosses on Minnesota lawns to banning certain kinds of words and epithets on college campuses. Yet the majority opinion written by Justice Antonin Scalia does yield a couple of potentially helpful principles.

One is the notion that so-called "fighting words," including racist, sexist, homophobic, and ethnically demeaning epithets, are not devoid of ideas or messages. In fact, Justice Scalia reminded us, "sometimes they are quite expressive indeed." It is the hateful thought behind the epithet or slur that makes it so offensive and causes sensitive communities to seek ways of limiting such abusive and venomous language.

The central holding of the case logically follows: When it is the particular message or viewpoint that triggers penalties—even within a category of speech such as "fighting words" that normally would not be protected by the First Amendment—that singling out of particular expression may violate the Constitution's guarantee of free speech. So it was with the St. Paul ordinance that singled out for distinctive treatment cross burning motivated by racial animus.

Under this view of the First Amendment, some speech codes and rules are more clearly suspect than others—although a careful reassessment of all such policies now seems to be in order. Those rules that focus on "fighting words" and target language that offends by reason of race, religion, gender, and sexual preference, seem most clearly and immediately called into question by the Court's ruling.

Codes that extend general harassment or discrimination policies to include racist and sexist epithets may be less directly affected by the recent ruling. However, two lower federal courts already have found unconstitutional such policies at the Universities of Michigan



A Time to Re-Evaluate Campus Speech Codes

and Wisconsin—albeit on grounds of vagueness. Surely such policies will fare no better now that the Supreme Court has spoken.

The Court's ruling also has raised doubts about policies that prescribe harsher penalties for certain offenses (e.g., assaults) when the motivation is racial or homophobic than when antisocial intent is not involved. The focus of such policies is ostensibly on conduct and not speech. But in most such cases, the racial or other forbidden motive can only be proved based on the speech or expression of the accused person—a process that brings into play the Supreme Court's ruling against penalties that single out a particular viewpoint.

Least vulnerable in the wake of the Court's ruling may be codes of two other types. The first includes those codes that focus solely on conduct or behavior—physical disruption, assault, and the like, regardless of motive—rather than focusing on speech, even though expression may play some part in the offense. The second includes those codes that focus on the intent or infliction of mental or emotional distress. Rules of that kind typically require proof not only of a specific intent to harm another person, but also proof of the effects of the communication upon that person.

Obviously the academic community could respond to the cross-burning case and other recent developments in narrowly legal ways. Private institutions could insist that, unless they are not bound by the Constitution, the case has no bearing on their policies, at least barring the unlikely enactment of Senator Craig's bill or similar legislation that would subject them to First Amendment constraints. And at least some public institutions could read the recent decision narrowly, distinguishing their rules from the St. Paul ordinance so as to salvage the letter, if not the spirit, of many current hate-speech policies.

BUT SUCH A MINIMAL RESPONSE would miss both the opportunity and the challenge to re-examine aspects of campus speech codes, not just their legal standing. In fact, we now have had enough experience with such codes to begin to ask some central questions about their effects, as well as the premises upon which they are based.

We should now be able to assess their impact on the campus climate and to judge (as we could not at first) whether conditions for historically disadvantaged and

disparaged groups have improved on campuses with such codes—and, if conditions have improved, to what degree the credit belongs to speech codes. And we should by now be able to compare similar institutions—contrasting the climate and the experience of those that have adopted speech codes with that of campuses that have eschewed them. Until now, we have relied on conjecture and hypothesis; now we should search for hard data to test those hypotheses.

Speech that wounds or insults or demeans by reason of race, gender, religion, or sexual preference has no place on a university campus. In fact, such expression seems least tolerable in an academic setting, where the values of rational discourse and the quest for truth are paramount. Universities also have a special need to establish an environment hospitable to persons who have felt unwelcome there for far too long, and where very ability to learn may depend on civility and respect.

Yet it is also in this setting—and for the most central educational reasons—that, in the words of the recent AAUP statement, "no viewpoint or message may be silenced so futile or disturbing that it may not be expressed." And, as the statement adds, "by proscribing any idea, a university sets an example that profoundly disrespects its academic mission." Thus penalties or policies that might be found acceptable in the industrial workplace simply do not belong in the classroom or the laboratory, or even the dormitory or the locker room.

What, then, are the options? Strong condemnation of racial and sexist epithets and slurs is surely appropriate, indeed essential. But many institutions rightly feel that they need to do more than simply make strong statements or even promote educational programs designed to increase sensitivity and enhance the campus climate. Such steps are well and good, they say, but may be—or may be seen as—less than an impudent or hurtful situation requires or the campus community expects.

Several more tangible options do exist. We have never fully exhausted the range of rules aimed at conduct and not at speech. Most of the inflammatory incidents of recent years have, in fact, involved some punishable conduct—whether it be defacing property, disrupting scheduled university events, or physically intimidating or harassing a fellow student.

To take an example that is not hypothetical: You do not need a speech code to deal forcefully with a drunken student who awakens his dormitory mates at 3 in the morning—whether his words are racist or profane or simply nonsense or lyric poetry, for that matter. Such disruption of the essential life and tranquility of the academic community can and should be punished without reference to the content of the words, or the thought—hateful or benign—that may have impelled the disruptor. In fact, the Supreme Court observed in a footnote to its decision that St. Paul might have used non-speech sanctions—statutes dealing with damage to property, trespass, intimidation, and the like—to deal with the cross burning.

We did not need a unanimous Supreme Court judgment to teach us to focus on offensive actions, not words. We should have been teaching that lesson all along both on our campuses and to the rest of the world, where the reluctance to suppress ideas—particularly hateful ideas—is less readily apparent. But the justices may have helped us to take stock of our own goals and what methods we need to achieve them. And in that sense the cross-burning case could not have come at a better time.

Robert M. O'Neill is founding director of the Thomas Jefferson Center for the Protection of Free Expression and professor of law at the University of Virginia.

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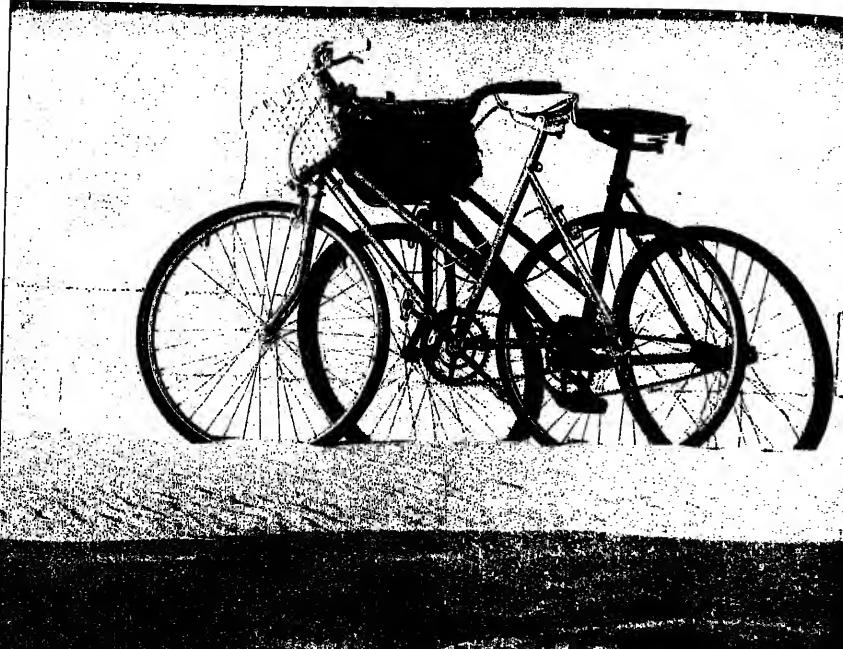
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for Black Studies
at Harvard

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JIM HARRISON FOR THE CHRONICLE



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MARGINALIA

Letter that a university received from a state legislator in Michigan, James A. Kostecki:

"In our rapidly changing society, one in which education of the masses is no longer a luxury but a necessity, it is imperative that our state universities be cognizant of the economic and social demands needed to continue the viability of the institutions."

"As Chair of the House Colleges and Universities Committee, I am hoping we can meet with leaders of each university to determine how these demands are being met...."

"Please, come to our office to schedule a campus visit from our committee, or a time for presentation in Lansing. It is our hope to continue funding excellence, not just maintenance."

Lots of luck.

From the Pennsylvania Higher Education Assistance Agency:

"Dear Sir—Enrolled. No Status Date—means the student was indicated as never enrolled by the never-enrolled date was provided. If the student never enrolled, indicate the term beginning date of the enrollment period for which the student never enrolled...."

Any questions?

From the minutes of a meeting of the Connecticut Regional Technical-Community College Board of Trustees:

"Dr. Jonathan Dabbs, President, Manchester Community College, welcomed the Board members to the college. He introduced Samuel Clemens, Dean of Institutional Development, who humored the Board with his portrayal of Mark Twain."

Anything to keep 'em happy.

Ad in the *Oshkosh Northwestern*: "The Mathematics Department of the University of Wisconsin Oshkosh seeks candidates for a one-year full academic staff lecturer to teach 12-15 credits of mathematics."

The University of Wisconsin Oshkosh is an Affirmative Action Equal Opportunity Employer."

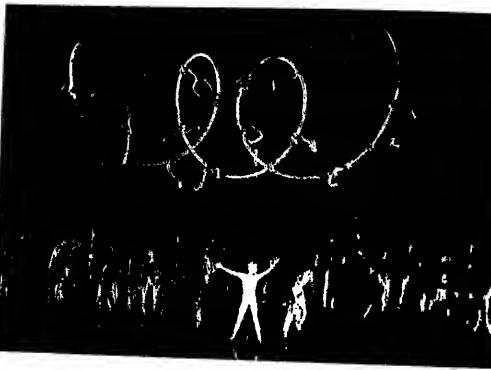
And there's no age discrimination, we're glad to see.

From *Connivent's Digest*, a newsletter from the Office of the American Bar Association's Consultant on Legal Education:

"In November, the Office of the Consultant distributed a questionnaire to the deans of all law schools approved by the American Bar Association....

"The Committee pored over the questionnaire responses to see what kind of information we were receiving."

"And whether it formed a solution," a reader suggests. —C.O.

In Brief**Children stage memorial to shooting victims**

IOWA CITY—More than 200 children performed a dance at the University of Iowa in memory of three professors, one student, and an administrator who were killed when a doctoral student went on a

shooting rampage on the campus last fall. A student worker was severely injured in the shooting.

The dance was called "Star Stuff" because most of the victims had studied the physics of

plasma, which is considered the cosmic "stuff" of which stars are made. Jacques d'Amboise, head of the National Dance Institute, choreographed the children's dance routines.

Paul Quinn College told to repay U.S. \$350,000

DALLAS—The U.S. Education Department has ordered Paul Quinn College to repay \$350,000 that the agency says was misappropriated during the tenure of President Warren W. Morgan, who was replaced in March.

The federal money, which came from a program to aid developing institutions, was supposed to be kept in an endowment fund for 20 years. Instead, the college

spent it on operating expenses, an Education Department spokesman said.

The order is a setback for the struggling, historically black institution, which is trying to raise millions of dollars to repair facilities.

The department is considering a request from Paul Quinn's interim president, Winston J. Powers, to permit the college to repay the money in \$25,000 monthly installments.

The trustees said they would remove Mr. Morgan because the college needed strong financial and administrative leadership. A

newspaper advertisement said of academic records showed that at least some students had earned a unusually high number of credits.

Following the probe, credit and grades were removed from the records of 25 students.

A spokeswoman for Paul Quinn said the incident was apparently unrelated to either the new president or to the reached for comment.

The university ended its investigation when it learned that academic records showed that at least some students had earned a unusually high number of credits.

Following the probe, credit and grades were removed from the records of 25 students.

A spokeswoman for Paul Quinn said the incident was apparently unrelated to either the new president or to the reached for comment.

The disease is transmitted by beetles, which chew on bark and pass along a fungus that clogs the water vessels, strangling trees.

The university has been working to prevent the remaining trees in the Yard by injecting chemicals, pruning dying limbs, and performing frequent inspections.

Robert Lynn, Harvard's associate director of facilities maintenance, predicts that all the elms in the Yard will need to be replaced within 25 years.

2 professors are fired over a grading scheme

MICHIGAN PLAINFIELD, MI.—Central Michigan University's two professors last month filed a 10-month investigation that has led to the removal of nine of 10 grades to students who'd earned them.

The professors, Dr. Charles L. Feltz and Dr. John R. Gandy, refused to conform to the new grading system.

The professors said they believed the new system could not be reached for comment.

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Luther College wins barbershop quartet contest

JUNCTION (below), sang "Goodbye, My Coney Island Baby" to take the title. The competition was sponsored by the Society for the Preservation and Encouragement of Barber Shop Quartet Singing in America.

The quartet, the Water Street

Elms are dying

In Harvard Yard

CAMBRIDGE, MASS.—Dutch elm disease has destroyed two 90-year-old trees in Harvard's Yard, threatening 70 others in Harvard University's Yard. The university cut down the trees (one of which is shown above) after commencement.

The disease is transmitted by beetles, which chew on bark and pass along a fungus that clogs the water vessels, strangling trees.

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—By Michael H. Clark, university spokesman

University soaked by water-meter reading

MARQUETTE, MICH.—Northern Michigan University is facing a \$251,263 water bill because of employees misread a meter for more than four years.

Marquette undergraduate university from February 1987 to April 1992. The utility has sued the amount of water actually used and is negotiating payment. "If we had to pay a bill now, I would certainly be in financial difficulties," said Michael H. Clark, university spokesman.

University soaked

by water-meter reading

—By Michael H. Clark, university spokesman

Liberty U. shuns down to tackle its debt

LYNNTHURST, VA.—An plan in built itself out of problems, Liberty University shut down for two weeks and did not pay faculty and staff wages during the period.

The university and its trustees, also operated by Jerry Falwell, must raise \$1 million by September 1 to keep up their end of a deal struck with local made visitors. The university expects to allow the visitors to pay \$1 million toward the debt.

Mr. Falwell plans to seek rest of the money by appealing contributions.

A spokesman for Mr. Falwell, Mark DeMoss, said \$1 million gifts "is not an unrealistic figure in present times."

The institution's approximately 1,800 employees will receive health care and other benefits for the shutdown, but only faculty members will eventually be paid for the weeks.

Naval Academy wins race to Bermuda

ANNAPOLIS, MD.—The U.S.

Naval Academy's sailing team

has won the St. David's Lighthouse Trophy in the 36th annual Newport-to-Bermuda race.

Constellation (below) placed first ever all in the racing division,

which had a field of 90 entrants.

Competitors raced for 2 days, 10 hours, 47 minutes, and 4 seconds. It was the first time a Navy boat had won the competition, which primarily included vessels operated by private sailing clubs.

Constellation (below) placed first ever all in the racing division,

Professor celebrates 'Egyptomania'

ROCKVILLE, N.Y.—Hand carvings shaped like mummies, ubiclich salt and pepper shakers, u-

Splats-shaped piggy banks—

these items and more are on display at the art museum at Long Island University's C. W. Post

Campus.

The exhibit, called "Egyptomania," includes household items, newspapers, posters, toye-

newspaper advertisements, and artworks whose designs have been influenced by ancient Egypt.

The exhibit was organized by Bob Brier (below), head of Post's philosophy department and a self-taught "Egyptologist."

Mr. Brier and wanted to stage the exhibit to show how the ancient culture has pervaded daily life.

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Scholarship

SCIENCE

After twice having his shipments of scientific equipment confiscated in other countries, Henry A. Hill hopes his third try will be a charm.

Mr. Hill, a professor of astronomy at the University of Arizona, plans to send a small telescope to Russia this week that will be used in an international sunspot monitoring network.

Last July the instrument's computer-controlled system was nearly lost when Mr. Hill shipped it to Saint Petersburg and discovered, to his horror, that it had never been delivered to astronomers at the Kislovodsk Solar Station in the Caucasus Mountains.

After a joyful unpacking ceremony, the Russian astronomers found a Russian-made refrigerator in the crate, which apparently had been switched at the airport by someone attempting to steal the telescope. The scientists quickly enlashed the hold of the Russian police, who, 10 days later, found the computer at the airport in a crate labeled "refrigerator."

Equipment for the same project that Mr. Hill sent to the Yunnan Observatory in the People's Republic of China suffered a similar fate. It was confiscated by customs officials in China, but later released.

Given those difficulties, it's not surprising that Mr. Hill is taking precautions. When the flight arrives he will keep leaves for Russia, Mr. Hill plans to add a message to his Russian colleagues, who will wait for the crate at the airport. Then, if customs officials let them, the scientists will open the crate to make certain it doesn't contain another freezer.

Three Italian scientists say the lenses used in Galileo's pioneering telescopes are of a surprisingly high optical quality. Vincenzo Pirisi and two colleagues at the National Optical Institute in Florence reported in the July 9 issue of *Nature* that the lenses in Galileo's two surviving telescopes, along with a single lens that he crafted, were "optically perfect." Using laser-measurement techniques, the scientists found that the lenses had nearly perfect surfaces and were relatively insensitive to the wavelength, or color, of light passing through them. The scholars said the precise placement of the lenses in the tubes also showed that Galileo knew how to "tune" his telescopes.

The journal's editors wrote that the study "is important for understanding what precisely Galileo may have been able to see of the solar system in the late 17th century. It was Galileo's discovery of the moons around Jupiter that led him to the first view that the sun revolved around the earth—and, eventually, to his dispute with the Catholic Church."

Scientists estimate that the two telescopes allowed Galileo to see objects with a resolution three to six times as great as that of the naked eye.



William H. Isbell of SUNY at Binghamton: "Just as much a problem is the generally deteriorating condition of civil society in Peru. You no longer know how to predict who's going to do what."

Though Rich in Archaeological Treasures, Peru Is Too Menacing for Some Scholars

Shining Path insurgency and nervous soldiers lead many archaeologists to abandon research projects

By Ellen K. Coughlin

FOR THE ARCHAEOLOGICAL STUDY of the development of early civilization, Peru is one of the most fertile countries in the world. It has also become one of the most difficult and dangerous to work in.

Continuing conflict between Peru's army and guerrilla insurgents, in particular the Communist movement known as the Shining Path, has made some parts of the country too hazardous for archaeologists to work in. Other regions are beginning to feel more indirect effects of what amounts to civil war. Even in relatively safe parts of Peru, severe inflation in recent years has vastly complicated such things as buying supplies and paying laborers.

As a result, many North American archaeologists have moved their work elsewhere, and others are thinking about leaving. The number of archaeological projects in Peru, according to some estimates, has fallen by half over the last decade, and many fear that things will only get worse.

Some U.S. researchers still working in Peru argue that perceptions of the dangers there may be overblown, and that the exodus of archaeologists is probably only temporary. Yet even they acknowledge that it is difficult, if not impossible, to work in many parts of the strife-torn country.

"This is not idle speculation," says Geoffrey W. Conrad, professor of anthropology at Indiana University and director of its Mather Museum. "It's a question that all of us have to face right now."

Equated Only by Mesoamericans

For archaeologists, Peru is a place of special importance. It is one of half a dozen or so countries in the world that gave rise to what are called "pristine" civilizations—ones that arose without any outside influence.

"Societies of complex societies emerged there that raise all kinds of questions about what societies came together," says John W. Rick, associate professor of anthropology at Stanford University.

In archaeological richness and significance, Peru is equaled, in the Western Hemisphere, only by the region archaeologists refer to as Mesoamerica—essentially Mexico and Guatemala. In the number and density of sites that are still untouched, however, Peru may be unsurpassed.

"It's a country with hundreds of thousands of archaeological sites that have never been explored," says Richard L. Burger, professor of anthropology at Yale University. "I don't think there's any other country with the same potential for new research."

Stagnant Economy, Soaring Inflation

The current crisis for archaeologists in Peru began in 1980 with the emergence of the Marxist Shining Path guerrilla movement in the department of Ayacucho, in Peru's south-central highlands. Although most archaeologists, like others, did not take the Shining Path very seriously at

first, Mr. Rick describes the event as "traumatic."

"I had a dozen terrified students on my hands," he says. "Dynamite was going off all over the place."

Archaeologists typically work with teams of student assistants. Since his brush with danger, concern for their safety has remained uppermost in Mr. Rick's mind.

"What right does my researcher have to sponsor students in an area where there is danger?" he asks. "I feel it is utterly illegitimate. If you want to risk your own life, that's one thing."

This summer was Mr. Rick's last in

"It's a country with hundreds of thousands of archaeological sites that have never been explored. I don't think there's any other country with the same potential for new research."

Peru, and he has no immediate plans to return. Since then, he has been working at a site in New Mexico.

William H. Isbell, professor of anthropology at the State University of New York at Binghamton, was working at a site called Huari, about 15 miles from the city of Ayacucho, when the Shining Path came to national attention around 1980. In the period of unrest that preceded its emergence, he recalls, he was caught twice in police gunfire intended to disperse demonstrators in the city. He was hit with tear gas more times than he can remember.

A Move to Northern Peru

By 1981, he says, the influence of the Shining Path in the region was so strong that it became "too dangerous" for foreign archaeologists to work there. He shut his project down, expecting to be back in a year or two. He has not yet returned.

Since then, Mr. Isbell has worked at two other sites: much further north in Peru, more remote from guerrilla activity and therefore considered safer. But even that region, he says, became increasingly affected by the country's problems, including large-scale abuses of power by the army and the police.

Although none of the archaeologists



Archaeologists find work at sites in Peru, like this one in San Antonio. Increasingly difficult because of continuing political unrest.

the summer of 1990; he has no plans to return there soon. He is looking into the possibility of beginning an excavation in Bolivia.

The violence rising from the guerrilla war is not the only difficulty, he says. "Just as much a problem is the generally deteriorating condition of civil society in Peru," he says. "You no longer know how to predict who's going to do what."

Mr. Conrad of Indiana agrees. So much of the energy of the police and military is expended on counterinsurgency efforts, he says, that there has been a "general breakdown of law and order." What's more, he says, conflicts with the Peruvian military can be as dangerous to innocent third parties as those with the guerrillas.

"I have had an automatic rifle shoved in my face by a 16-year-old kid," he says of one encounter with a Peruvian soldier. "Nervous 18-year-olds with automatic weapons make me nervous."

Since 1985 Mr. Conrad has been studying a late-prehistoric site on the western slopes of the Andes in the southern department of Moquegua. Although he describes the things that have happened to him as "nonsense rather than dangers," they are enough to make him consider taking up research elsewhere.

"Things get worse and worse all the time," he says. "Each year is a little more uncomfortable."

Mr. Conrad plans to return to Peru next summer, but he will spend that session, he says, looking at sites in Chile and Bolivia.

Most of the archaeologists who have left or are thinking of leaving Peru are moving to sites in nearby countries—mainly Bolivia, Chile, and Ecuador—where they can work on subjects and periods similar to those they were investigating in Peru.

That can be an important consideration in maintaining financial support for research, Mr. Rick says. Very often, he explains, financing agencies will continue supporting a project that is forced to move, as long as a similar research question is under investigation. Otherwise, the researcher has to start the grant-proposal process again from scratch.

Some archaeologists in Peru say the

Continued on Following Page

Researchers Face Growing Danger at Peruvian Sites

Continued From Previous Page
fears of those who are leaving may be exaggerated.

Mr. Burger of Yale has worked for four field seasons over the last several years at a site in the Lurin Valley about 18 miles south of Lima. He says he has encountered no difficulties and does not consider it dangerous. He is in Peru now, and since he arrived there in early July, he says, local people have seemed optimistic about prospects for the economy.

Although Mr. Burger acknowledges that problems elsewhere in the country, he believes they will probably pass.

"This is not a unique occurrence," he says.

Mr. Burger was in Peru in the mid-1970's when, he says, an anti-American attitude prevailed among the country's military rulers and restrictions on foreign archaeologists were tight. Many Americans stopped working there, he says, but they eventually came back.

"In many cases, the departure of



Geoffrey W. Conrad of Indiana U.: "Things get worse and worse all the time. Each year is a little more uncomfortable."

people is based on perceptions rather than actual facts," Mr. Burger says. "Of course, that's valid; they're leaving because they're afraid of what might happen. But I think sometimes those perceptions are exaggerated."

Prudence M. Rice worked in the

south of Peru from 1985 to 1990, studying the ruins of 16th-century Spanish missions built along a valley in Moquegua. She never had any difficulty in that time, she says, and her only concession to safety considerations was to begin, toward the end of that period, taking her students to Moquegua through Chile rather than through Lima. Because of military-imposed curfews, she says, the streets of Peru's capital were often deserted except for soldiers. She says she left safer visiting the city.

Ms. Rice worked with her stu-

FELLOWSHIPS AND AWARDS

The Alfred P. Sloan Foundation

The Alfred P. Sloan Foundation has announced the names of 90 young scientists who have been selected to receive fellowships of \$30,000 each.

Following is a list of the fellows, their institutions, and their research subjects:

- Dana Allen, U. of Houston: neuroscience.
- James Anderson, U. of Wisconsin at Madison: economics.
- Joseph S. Bemby, U. of Michigan: economics.
- Bruce J. Beihy, U. of Arizona: mathematics.
- John L. Beckwith, Simon Fraser U.: physics.
- Eric Bent, Columbia U.: chemistry.
- Mark A. Berg, U. of Texas at Austin: chemistry.
- Mark Borsig, Michigan State U.: physics.
- Ethan Burc, U. of California at San Diego: neuroscience.
- Christopher Chang, U. of New York at Stony Brook: mathematics.
- Joel O. Blum, Dartmouth College: biology.
- Laura Busek, Harvard U.: neuroscience.
- Vivian Budick, U. of Massachusetts at Amherst: neuroscience.
- Christopher C. Chang, U. of Santa Barbara: chemistry.
- Laurie J. Butler, U. of Chicago: chemistry.
- Howard M. Cattell, U. of Colorado: neuroscience.
- Shindon Chang, Massachusetts Institute of Technology: mathematics.
- David W. Chiriboga, U. of Pennsylvania: chemistry.
- Jerold J. M. Ghan, U. of California at San Diego: neuroscience.
- James A. Cowan, Ohio State U.: chemistry.
- Eliana S. Devadoss, U. of Washington: mathematics.
- Penelope K. Dinehart, U. of Pennsylvania: education.
- Randall Dougherty, Ohio State U.: mathematics.
- Kim R. Dunbar, Michigan State U.: chemistry.
- Lynn J. Fiegel, Tulane U.: mathematics.
- Joseph R. Feltch, U. of New York at Stony Brook: neuroscience.
- Lee S. Fine, Northwestern U.: physics.
- Robert J. Friedman, U. of California at Santa Barbara: chemistry.
- Richard J. Fumelli, Ohio State U.: physics.

Paul Gaudiano, Boston U.: neuroeconomics.

Elizabeth Gilbert, Northwestern U.: cognitive science.

Alain G. Goldman, Rutgers U.: chemistry.

Raymond E. Goldstein, Princeton U.: physics.

James L. Goodman, U. of Rochester: chemistry.

Glen M. Groff, California Institute of Technology: mathematics.

Robert H. Grossman, U. of California at Berkeley: physics.

Andrew J. Greenleaf, U. of Georgia: mathematics.

James B. Hargrove, U. of Maryland at College Park: math.

Deanie F. Harvey, U. of California at San Diego: chemistry.

Zhen-Xu Jin, Princeton U.: mathematics.

John M. Holden, U. of Michigan: chemistry.

James E. Hunt, U. of Texas at Austin: mathematics.

John E. Immerman, U. of Rochester: chemistry.

Pamela J. Hornby, Louisiana State U.: neuroscience.

Susan H. Hwang, U. of Illinois at Urbana-Champaign: chemistry.

Matthew M. Jaeger, U. of Chicago: physics.

John A. Jett, U. of Alabama at Birmingham: neuroscience.

Heng-Wen Jiang, U. of California at Los Angeles: physics.

James A. Kahn, U. of Rochester: cognitive science.

Daniel E. Kalman, Princeton U.: chemistry.

Stephen A. Katz, U. of Pennsylvania: chemistry.

Nicole Kapoors, Brown U.: mathematics.

Mark Klein, U. of Montreal: neuroscience.

Paul Knoebel, U. of Michigan: chemistry.

Christopher R. Kochanek, Harvard U.: chemistry.

Alen B. Krueger, Princeton U.: economics.

Amitava Kumar, Lehigh U.: neuroscience.

Andrea L. LaFever, Cornell U.: physics.

James L. Levin, Mount Sinai School of Medicine: neuroscience.

Leontine M. Mestdagh, Institute of Technology: physics.

Jean-Louis Li, U. of Maryland at College Park: physics.

James W. Lin, U. of Wisconsin at Milwaukee: economics.

Steven M. Lovell, U. of Illinois at Urbana-Champaign: chemistry.

The Woodrow Wilson National Fellowship Foundation

The Woodrow Wilson National Fellowship Foundation has announced the names of the 1992 recipients of the Spencer Dissertation Year Fellowships for Research Related to Education. Each of the 30 fellows will receive \$15,000 to support the final year of

research.

writing his or her doctoral dissertation. Following is a list of the fellows, their fields of study, their graduate institutions, and the topics of their dissertations.

Timmy L. Bennington, anthropology.

Steve L. Blum, U. of Michigan at Ann Arbor: mathematics.

John R. Borchardt, U. of Wisconsin-Madison: mathematics.

James L. Goodman, U. of Rochester: chemistry.

Glen M. Groff, California Institute of Technology: mathematics.

Robert H. Grossman, U. of California at Berkeley: physics.

Andrew J. Greenleaf, U. of Georgia: mathematics.

James B. Hargrove, U. of Maryland at College Park: math.

Deanie F. Harvey, U. of California at San Diego: chemistry.

Zhen-Xu Jin, Princeton U.: mathematics.

John M. Holden, U. of Michigan: chemistry.

James E. Hunt, U. of Texas at Austin: mathematics.

John E. Immerman, U. of Rochester: chemistry.

Pamela J. Hornby, Louisiana State U.: neuroscience.

Susan H. Hwang, U. of Illinois at Urbana-Champaign: chemistry.

Matthew M. Jaeger, U. of Chicago: physics.

John A. Jett, U. of Alabama at Birmingham: neuroscience.

Heng-Wen Jiang, U. of California at Los Angeles: physics.

James A. Kahn, U. of Rochester: cognitive science.

Daniel E. Kalman, Princeton U.: chemistry.

Stephen A. Katz, U. of Pennsylvania: chemistry.

Nicole Kapoors, Brown U.: mathematics.

Mark Klein, U. of Montreal: neuroscience.

Paul Knoebel, U. of Michigan: chemistry.

Christopher R. Kochanek, Harvard U.: chemistry.

Alen B. Krueger, Princeton U.: economics.

Amitava Kumar, Lehigh U.: neuroscience.

Andrea L. LaFever, Cornell U.: physics.

James L. Levin, Mount Sinai School of Medicine: neuroscience.

Leontine M. Mestdagh, Institute of Technology: physics.

Jean-Louis Li, U. of Maryland at College Park: physics.

James W. Lin, U. of Wisconsin at Milwaukee: economics.

Steven M. Lovell, U. of Illinois at Urbana-Champaign: chemistry.

The Woodrow Wilson National Fellowship Foundation

research.

publishing

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ECONOMICS

Enterprise Reforms in a Continuity Planned Economy: The Case of the Chinese Steel Industry, by Xun-Hui Zhang (Princeton University Press; 240 pages; \$39.95). Analyzes the theoretical debate between the American actor and director's work in China and the Chinese government's writing, and sets the "Alice persons" in the literary and comedic traditions of Shaoxing Opera, such as Hebeia Sing, Shaoxing Opera, and Chinese Chaplin, and Groucho Marx.

South Africa's Economy, 1910-1990: The Economic Development of South Africa and its Implications for the Future, by David MacKenzie (Cornell University Press; 231 pages; \$69.95). Traces South African economic growth since federal union in 1910.

EDUCATION

Education and the Mindset of Modern India, by David Measham (Cornell University Press; 236 pages; \$37.95 hardcover, \$14.95 paperback). A study of the impact of Indian society on education.

Strained Utopia: Odysseus, Nostalgia, and Hollywood Film, 1930-1945, by Cary Flitter (Cornell University Press; 224 pages; \$39.95 hardcover, \$13.95 paperback). Examines the conflict between Odysseus and Ulysses in a history of film's education system in Britain, Canada, and Australia.

Hayek and the Keynesian Alternative,

by B. J. McCormick (St. Martin's Press; 304 pages; \$39.95). Analyzes the theoretical debate between the Austrian-born British economist F. A. Hayek and John Maynard Keynes (1883-1946).

Involuntary Unemployment: Neomarxism from a Keynesian Perspective, by J. A. Tsvetkovich (St. Martin's Press; 164 pages; \$39.95). Discusses the American actor and director's work in China and the Chinese government's writing, and sets the "Alice persons" in the literary and comedic traditions of Shaoxing Opera, such as Hebeia Sing, Shaoxing Opera, and Chinese Chaplin, and Groucho Marx.

South of the West: Postcolonialism and the Narrative Construction of National Identity, by Michael J. Heale (Cornell University Press; 256 pages; \$39.95 hardcover, \$12.95 paperback). A study of films, explorers' narratives, archival photographs, and other representations of the postcolonial in Australia.

shows how the utopian impulse in such music was associated with the female.

HISTORY

Beggars, Pardon and Favor: Ritual and Political Order in Early Medieval France, by Geoffrey Koziol (Cornell University Press; 168 pages; \$50.00). Discusses the American actor and director's work in China and the Chinese government's writing, and sets the "Alice persons" in the literary and comedic traditions of Shaoxing Opera, such as Hebeia Sing, Shaoxing Opera, and Chinese Chaplin, and Groucho Marx.

South Africa's Economy, 1910-1990: The Economic Development of South Africa and its Implications for the Future, by David MacKenzie (Cornell University Press; 231 pages; \$69.95). Traces South African economic growth since federal union in 1910.

China's Image in the United States, by Laurie Nassif (Princeton University Press; 232 pages; \$42.95). Examines the conflict between Odysseus and Ulysses in a history of film's education system in Britain, Canada, and Australia.

The Jews in Palestine in the Eighteenth Century, Under the Reigns of the Islamic Caliphs of Bagdad, by Jacob Barnai, translated by Naomi Golubkin (University of Alabama Press; 320 pages; \$39.95 hardcover, \$14.95 paperback).

Continued on Following Page

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New Scholarly Books

Continued From Previous Page
sources for raw materials, energy, and
minerals.

*Learning from Oil: Possibilities for
Participatory Development and Peace*, by Norman
Uphoff (Cornell University Press; \$36;
paper, \$15). Examines the role of oil in
Lankan development projects to examine
social-sciences perspectives on de-
velopment, and to argue for the integra-
tion of social-sciences concepts into so-
cial-science theory.

Protest and Power in Trade, by Ronald T. Library
(Cornell University Press; \$36;
\$26.50). Discusses the origins and political
utility of the Export Enhancement
Program, a policy used by the govern-
ment to protect its agriculture and war
with Bush Administrations.

*Hegel's Political Philosophy: Data Protection and
Public Policy*, by Michael J. O'Neill (Cornell
University Press; \$30; paper, \$10). Analyzes
government regulation of data protection
laws for issues in Britain, Sweden,
the United States, and West Germany.

The Bias of the Black Majority, by John Löwenhardt, James Ozingo,
and Erik van Ree (St. Martin's Press;
\$26).

*Proceeding from Marxists: U.S. Policy and the
World Grid in Trade*, by Ronald T. Library
(Cornell University Press; \$36;
\$26.50). Discusses the origins and political
utility of the Export Enhancement
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The Bias of the Black Majority, by John Löwenhardt, James Ozingo,
and Erik van Ree (St. Martin's Press;
\$26).

The Modern Brazilian Stage, by Da-
mien Keown (St. Martin's Press; \$31)

known as *Nabud*—an acronym of the
Hebrew words *Hoshannah*, *Binah*, *Dai*'*l*
or wisdom, understanding, knowledge.

*Legal and the Split: Philosophy as
Pragmatology*, by Alan M. Chalmers
(Princeton University Press; \$30; paper,
\$24.95). Analyzes the German philoso-
pher's concept of *Gesist* or spirit, and de-
scribes it as a "speculative pragmatolo-
gy" that links Christian doc-
trine of the Holy Spirit.

*A History of the Episcopal Church in Li-
berty, 1822-1880*, by D. Elwood Dunn
(Salem Press; \$30; paper, \$20). An analysis
of the church's role in the Civil War.

*Icons Shattered: The History of
American Personal Autonomy*, by Moshe Barnash (New York University
Press; \$28; paper; \$40). Explores early
American ideas about personal autonomy
from the antislavery movement to the
abolitionist cause offered by St. John of
Damasus and Theodore of Studion in the
eighth and ninth centuries.

*Religious Belief and Emotional Trans-
formation: A Light in the Heart*, by Paul
Laurence (Bucknell University Press;

128 pages; \$26.50). Examines the phe-
nomenon of emotional and moral trans-
formation through religious belief.

RHETORIC

*The Context of Human Discourse: A
Configurational Criticism of Rhetoric*, by
Caroline W. Williams (McGill-Queen's
University Press; \$20). Discusses the
involvement of Canadian scholars in the
debate over the construction of the
natural-gas pipeline in the Northwest Terri-
tories.

*The Years of D'Casey, 1821-1898: A
Documentary History*, by Robert Hogen
and Richard Burnham (University of
South Carolina Press; \$29; paper, \$14). A doc-
umentary history of the politics and
Duluth's Abbey Theatre during a period
of intense political change.

WOMEN'S STUDIES

*New Perspectives on Women and Com-
munity*, edited by Reginald Barreca (Gordis
and Arach; 224 pages; \$14). Includes
writings on women's voices and re-
sponses to humor in literature and the
performing arts.

SOCIOLOGY

*Taking It Living Down: Sexuality and
Teenage Motherhood*, by Frances Hud-

Publishing

son and Bernhard Ineichen (New York
University Press; 234 pages; \$35). Fo-
cuses on Britain and the United States.

THEATER

The Modern Brazilian Stage, by David
Goldsby (University of Texas Press; 176
pages; \$30). Discusses the influences and
productions that have had a major
influence on Brazilian theater since the
1940s.

*Theater of Antithetical Plotting: Per-
formance and New Media*, by David
Mann (Bucknell University Press;
192 pages; \$32.50). Discusses the ethical
and aesthetic representations of
Death of a Salesman, *Our Town*, *A Comedy
of Errors*, *Dr. Strangelove*, and other
antiheroes books and films.

ARTS

*Hillary Clinton didn't alt
home baking cookies, and neither
about female professors if they
hope to get ahead.*

*That's just one of many
recommendations in a new report*

*from the Association of American
Colleges. The 12-page paper,*

*"Success and Survival Strategies
for Women Faculty Members," was*

written by Bernice Remick

Sandler, senior associate at the

Center for Women Policy Studies.

It includes a variety of

recommendations ranging from

strategies for networking and

interviewing to tips for handling

sexual harassment.

The report also makes some

suggestions on what female

professors should avoid. Baking

cookies, for example, when no one

else is bringing food—is just one of

them. It also recommends against

"answering the common phone,"

"cleaning up after meetings," and

"doing needlework in the presence

of colleagues." On the last point, the

report explains: "The benefit of

relaxation and enjoyment does not

override the disadvantage of being

viewed in a conventional and

stereotyped female role."

The report further recommends

that women avoid "apologetic

speech"—such as "This probably

doesn't make sense."

"Presenting a 'sweet' image by

always smiling, nodding agreement,

and refusing to take a strong

stand."

Copies of the report, "Success

and Survival Strategies for Women

Faculty Members," are available

for \$35 plus \$2 postage and handling

from the AAC's Publications Desk,

1818 K Street, N.W., Washington

20005; (202) 387-3760.

ARTS

From Project Kaleidoscope,

the movement seeking to reform

science and mathematics

education at liberal-arts colleges,

comes a new report that shows

what facilities best accommodate

its recommended curricular

changes.

The report, "What Works:

Resources for Reform," includes

essays and diagrams detailing

space. It also presents case studies

of successful construction and

renovation projects.

The report is a follow-up to

"What Works: Building National

Science Communities," which the

project released last year. It outlined

plans for strengthening

undergraduate science and

mathematics programs.

Project Kaleidoscope, which is

coordinated by the Independent

Colleges Office in Washington,

begin in 1989 with a grant from the

National Science Foundation. Last

in a series of workshops to

showcase facilities that have created

effective courses and facili-

ties.

*Copies of "What Works:
Resources for Reform" are available*

for \$20 each

from Project Kaleidoscope, 100

1730 Rhode Island Avenue, N.W.,

Suite 1205, Washington 20036.

Personal & Professional

Nomadic Scholar of Black Studies Puts Harvard in the Spotlight

Henry Louis Gates, Jr., uses clout and flair to lead his department out of mediocrity

By Denise K. Magner

CAMBRIDGE, MASS.

ONE OF THE FIRST THINGS Henry Louis Gates, Jr., did upon becoming chairman of Harvard University's Afro-American Studies Department was to dig up photographs of his five predecessors. Then he had them framed and displayed in the department's sleek new offices overlooking Harvard Square.

"You have to approach the mantle you inherit with a great deal of humility," Mr. Gates says.

"Every other person in this job was sharp," he adds. "I am not of a different order than they. Yet the image of the place has been nothing but failure since 1969."

Fortunately for Harvard, Mr. Gates has tackled the job with great flair, much confidence, and superb connections. People in academe say that if anyone can overcome years of inertia and build a black-studies department that Harvard can be proud of, it's "Skip" Gates.

Already one of the nation's best-known scholars, he is acclaimed for his work in the field of Afro-American literature and equally renowned for his frequent job hopping in recent years. He left Cornell University in 1990 for Duke University, where he stayed just a year before joining Harvard's faculty last summer. Now, in addition to heading the black-studies department, he is a professor of English and director of Harvard's W. E. B. Du Bois Institute for Afro-American Research.

"First time I've ever had a real job, I tell my friends," he cracks, before turning serious. "I've been a free agent. This is the first time I've been in a position to build something outside myself."

Angry Student Protests

In 1990-91, the year before Mr. Gates arrived at Harvard, the condition of the black-studies department sparked angry student protests on the campus. It had just one permanent faculty member at the time. In the academic world, it was a nonentity. Several leading scholars had rejected offers to head the department before Mr. Gates approached Mr. Gates.

Today the department's faculty, curriculum, and offices have undergone a facelift. It now has five tenured or tenure-track professors, including Mr. Gates, with the promise of five more appointments over the next several years. A streamlined curriculum for black-studies majors (they're called "concentrators" here) is expected to be in place for academic 1992-93.

Until last summer, the department occupied cramped quarters in an old gray house several blocks from the campus. Its new office, in rented space on the fourth floor of a building across the street from Harvard Yard, are everything the old offices were not: spacious, modern, and centrally located.

"If you're starting from the beginning," Mr. Gates says, "symbols can be of criti-

cal importance. The new space was sym-
bollic."

Mr. Gates has been behind other moves to put the department into the spotlight, such as bringing the film director Spike Lee to Harvard last spring as a visiting faculty member. In the fall, he announced, the writer Jamaica Kincaid and the composer Anthony Davis will teach in the department.

In the past, Mr. Gates says, many black-studies programs sought to hire faculty members from a wide array of disciplines. The idea was to replicate the arts-and-sciences faculty within a single black-studies department. At Harvard, he is departing from that model, partly because money is tightly worked and partly because money is tight these days.

Instead, he is following the path taken by Princeton University's black-studies department—widely considered to be the

best in the country. It has taken a cultural-studies approach to examine the experiences of black people in the United States and the Caribbean.

'An Extraordinary Impact'

Harvard's department is focusing on the humanities and cultural studies, Mr. Gates says. But it will explore both African-American culture and African culture where possible.

"He's had an extraordinary impact on the university," says Henry Rosovsky, former dean of the faculty of arts and sciences here, who helped recruit Mr. Gates and is now a professor at Harvard. "He's a great personality. You open up the newspaper and you see his name. He's raised the level of Afro-American studies in people's eyes at Harvard."

Mr. Gates sees his mission at Harvard as

Continued on Following Page

*As of April 30, 1992. For more complete information about Fidelity mutual funds, including fees and expenses, call for free prospectuses. Read them carefully before you invest or send money.

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Scholar Leads His Black-Studies Department Out of Mediocrity

Continued From Preceding Page
part of a broader crusade. The field of black studies, he says, is simultaneously flourishing and facing continued attacks on its legitimacy. Much criticism has been directed at black-studies programs that pursue an Afrocentric curriculum. Mr. Gates is a critic of that school, and calls much of the recent scholarship on ancient Egypt "garbage."

"Those of us serious about Afro-American studies have to establish the field with the greatest integrity," he says. "We are presiding over the era of the permanent institutionalization of the field—or its failure."

"It's crunch time."

Ultimate Academic Entrepreneur

Skip Gates is, to many, the ultimate academic entrepreneur. After receiving a bachelor's degree in history from Yale University in 1973, he earned his doctorate in English from Cambridge University in 1979.

His contacts stretch from the academy—both nationally and internationally—to the publishing world to the arts. He reviews overseeing large-scale literary projects. He is quoted with regularity in mainstream publications. And he travels the lecture circuit, speaking on campuses and at conferences, although he says he has cut back on his speech making in the past year at Harvard's request.

His admirers—and there are many—credit him with playing a key role in making Afro-American literature much more visible in academic and accessible to the general public.

"Afro-American studies and African-American literary studies are unimaginable in the United States without Skip Gates," says Houston A. Baker, director of the Center for the Study of Black Literature and Culture of the University of Pennsylvania and president of the Modern Language Association.

His high profile has also inspired some resentment, though. Mr. Gates's departures from Duke and Cornell miffed people on both campuses. Some accuse him of using the positions only as stepping stones to further his career. "Skipping Away

Again," read an editorial in a student newspaper at Duke. A recent editorial in a Cornell student newspaper said Mr. Gates was "clearly on a mission to Cambridge, via whatever school would give him the best deal."

More substantive criticism comes from same scholars in black studies, who say his reputation as "Black Studies' New Star," as he was called in a 1990 cover story in *The New York Times Magazine*, is mediocre. Many Afrocentric scholars do not view what Mr. Gates does as "black studies." Other black-studies scholars believe he has played an important role in the development of the field but emphasize that he is not the only one. And some feel he enjoys the limelight a bit too much.

American society tends to latch on to one black person as the one to pay attention to, says Aldon D. Morris, a professor

of ventriloquism," and said he was able to "define black feminist inquiry" in a way "as yet unavailable to black female critics."

Some who follow developments in black studies and literature say Mr. Gates's response to her book is a good illustration of how he operates. He wrote a blurb for the back cover of *Invisibility Blues* calling her "a keenly incisive critical voice." To Ms. Wallace, that was "good politics."

"It was also generous," she adds.

People frequently describe Mr. Gates as generous, both by writing letters of recommendation for young scholars and by involving academics in his projects. A warm and engaging personality, he is known as the kind of person who not only remembers your name, but mentions it in the right circles.

Yet some academics wonder privately

"Those of us serious about Afro-American studies have to establish the field with the greatest integrity. We are presiding over the era of the permanent institutionalization of the field—or its failure."

of sociology at Northwestern University, who is black. "In many ways, Skip has been selected by the elite establishment to play that role," he says. "It's not to be blamed for being treated as if he's the only black academic in the world."

Some black feminist scholars are critical of Mr. Gates. One, Michele Wallace, an associate professor of English at City College of the City University of New York, says that mainstream news organizations often depict Mr. Gates as the "representative black feminist voice in literary criticism," and that he puts himself in that position. She points out that he edited a 1990 anthology called *Reading Black, Reading Feminist*. He may have good intentions, she says, but the effect is one of Negro control. There's nobody like that now."

Sitting in his new office, Mr. Gates is asked about the analogy to Booker T. Washington. "I reject that comparison," he says. "It's a joke for me. When Booker T. was around, only one Negro controlled things. There's nobody like that now."

But he makes no apologies for his influence or for his work involving black women writers: "You can't be perceived as being successful in any field in this country without being resented to some extent."

In all of his projects, he says, he has sought to involve other scholars. For example, while he was senior editor of the multi-volume Schomburg Library of Nineteenth-Century Black Women Writers, published by Oxford University Press, other scholars, many of them women, edited the individual volumes.

I Did Not Leave Duke for Money'

Mr. Gates says he welcomes debate and criticism about his work. He has less patience with personal attacks, and feels he was on the receiving end of a lot of that during his short stint at Duke.

While he considers himself a "liberal humanist"—very much in the political center—he says he was painted as a Marxist by conservatives at Duke. His salary was the subject of rumors, with many estimates placing it in the six-figure range. "I will never say what my salary is," he says. "But I did not leave Duke for money. I was offered more in terms of total package to remain at Duke than I was to come to Harvard. My salary has always been exaggerated, and for racial reasons."

Wallace Jackson, a professor of English at Duke who will become chairman of its English Department this fall, calls Mr. Gates's departure "about as major a loss as we could have sustained."

He adds: "What our field needs are entrepreneurs, not less. We need more and more institution builders. We don't need to come up with X, Arthur, which is a very important contribution to our culture, and other top scholars. We need to come up with Y, Lawrence Buell, an expert in 19th-

Personnel & Professional

Personal & Professional

Harvard's English Department: Once Stagnant, Now 'Crackling' With Vitality

By SCOTT HELLER

Henry Louis Gates, Jr., is the latest in a series of impressive new faculty appointments at the once-stagnant English department at Harvard University.

In the last few years, the department has hired away professors from the University of Pennsylvania, the University of California at Berkeley, and Oberlin College. Now the nation's leading advocate of new historical approaches to Shakespeare and Renaissance literature may move to Harvard as well.

The turnaround has come in a department that had such a hard time hiring senior professors that then-President Derek Bok stepped in to push it along. In 1987 he took the unusual step of creating a committee of two Harvard professors and six prestigious literature scholars from other universities to recommend candidates for job openings.

The department of English and American literature and language (its formal name) is now younger and more in touch with new and interdisciplinary approaches to literature. Graduate students seem interested; this year some 600 people applied for 20 slots, double the number who applied to the department 10 years ago.

"It has become the single best place in America to study American literature," says Philip J. Fisher, the department chairman, who is generally more measured than those praising the program he has headed since 1990.

All of the incoming students feel that the department's future is out the window," says Tomara Duckworth, a black studies major who graduated to the spring

of 1992.

In the view of many at Harvard, the department's transformation under Mr. Gates and Mr. Appiah—while still in progress—has been extraordinary.

"It's intellectually vital, crackling," says Stephen J. Greenblatt, professor of English at the University of California at Berkeley. He has had a chance to see the changes first hand. He was a member of the panel that encouraged new appointments. And he has been a visiting scholar for two semesters in the last three years.

Greenblatt, a pioneer of "new historicism," studies literature in the context of broad social and economic trends of its period in which it was written. He says he will decide in the next few years whether to move, based on family and professional concerns. Over that time, he will teach at Harvard for three more semesters.

Student Concerns Remain

Students do still have some concerns. Ms. Duckworth says some black-studies majors want the department to be more Afrocentric. Mr. Gates, however, says that's not what his department is about. Students interested in studying ancient Egypt should do so critically, he says, not simply to celebrate a mystic past. He is not sure to tell whether the debut over Africa in the fall will become a sore spot within the department.

If Mr. Gates is good for Harvard, many of his colleagues say Harvard is good for Mr. Gates. Darlene Clark Hine, a professor of history of Michigan State University, says being at Harvard "will center" him in many ways.

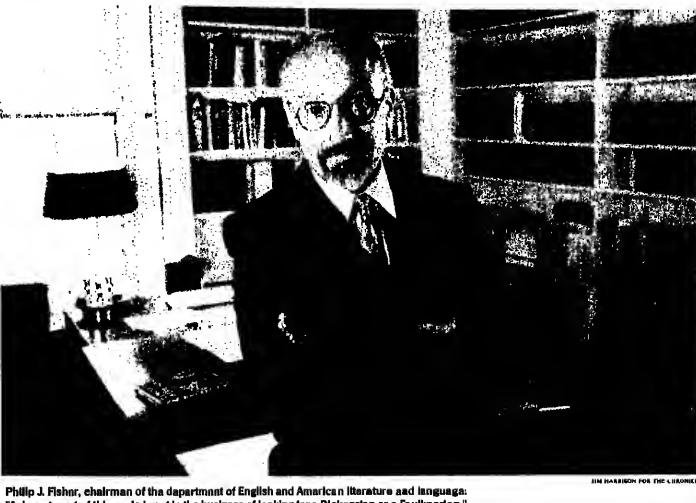
"The more situated you are, the greater opportunity you have to produce the kind of work you want," she adds.

Mr. Gates acknowledges that "money is not conducive to the completion of projects." He has been a lead editor of the forthcoming *Norton Anthology of African-American Literature*, which was due out now but is currently slated to be published in the next year or so. He is now working on a book called *Letters to My Daughters*, a memoir of sorts about what it was like to be a Negro in the 1950's and what he imagines will be like in the 1990's, and what he imagines it will be like for his two daughters in the 21st century.

Mr. Gates says his work at Harvard is just beginning, and he has no plans to move anywhere else.

"Being able to channel my interest in literature building along these lines is very exciting to me," he says. "Because that will leave a legacy. A legacy that's much larger than any individual."

He adds: "What our field needs are entrepreneurs, not less. We need more and more institution builders. We don't need to come up with X, Arthur, which is a very important contribution to our culture, and other top scholars. We need to come up with Y, Lawrence Buell, an expert in 19th-



Philip J. Fisher, chairman of the department of English and American literature and language: "A department of this scale is not in the business of looking for a Dickensian or a Faulknerian."

JIM HARRISON FOR THE CHRONICLE

century American literature, who taught at Oberlin College. He is interested in the relationship between literature and the civil rights movement.

• Leo Damrosch, formerly of the University of Maryland in College Park, He teaches courses on British writers from 1660 to 1740, and has written books about Donne, Johnson, and Blake.

Another recent addition is Barbara J. Johnson, a leading deconstructionist who moved over from the Romance-languages department.

Starting in the fall, Marc Shell will be in charge of both the English and comparative-literature departments. A MacArthur fellow and author of the forthcoming *Children of the Earth: Literature, Politics, and Nationalism* (Oxford University Press), he taught at the University of Massachusetts Amherst.

Mr. Poirier says the department had succeeded in bringing on board faculty members with "ambitious, synthetic, and interdisciplinary projects" rather than specialists in a single author or genre. "A department of this scale is not in the business of looking for a Dickensian or a Faulknerian," he says. "Nor would it hire a professor whose expertise is in a theorist like Jacques Lacan, he adds.

Factions Could Not Agree

In the mid-1980's, things didn't look as bright for the department, which had been having difficulty getting its senior faculty appointments approved by Harvard's administration.

"There was general demoralization in the department," says Richard Poirier, professor of English at Rutgers University and editor of the journal *Rarior*, 1985-1986. "A. D. Miller, who taught 19th-century British and French fiction at Berkeley. His other interests are gay studies and popular culture. In the fall he will teach a course on theories of mass culture, which will discuss advertising, tabloid journalism, and self-help books.

"I don't think there was any capitulation to being newfangled," he adds. "The department has no conspicuous population of Marxists or deconstructionists."

Helen Vendler, a Harvard English professor since 1981, says the new faculty members represent excellent blend of old and new scholarship. They are traditionally trained, yet interested in new political and social approaches to literature, she says. "I see these as people who don't know an ancient language has been modified.

Revitalizing the department went

smoothly because the faculty voted as a whole on new appointments. Ms. Vendler says, "Nobody felt ignored, nobody felt left out, nobody felt disgruntled," she says. "A very strong spirit of common enterprise was restored."

Ms. Scarry adds: "The older faculty and the new faculty seem to be working very well. There's no sense that we're paddling the Queen Mary out into a new river."

Questions About Tenure

The department's new assistant professors reflect an increasing interest in the ties between literature, economics, law, and philosophy. Merrill L. McGill, who will begin teaching at Harvard in the fall, studies how changes in copyright law affected attitudes toward literary property during the time of Edgar Allan Poe.

Whether its assistant professors get tenure is another matter. Harvard has rarely given tenure to its own faculty members, part of what has made the climate in the English department tense. Senior faculty members say they hope that unwritten rules may change.

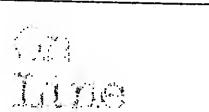
The department is moving ahead with changes in its graduate program. It will relax requirements that doctoral students take courses in various periods, but will still test them on their coverage of canonical writings. A requirement that students do work on the "frontiers of the discipline."

Mr. Poirier denies that the appointments are faddish or represent a loss of standards, though he says several of the scholars do work on the "frontiers of the discipline."

"I don't think there was any capitulation to being newfangled," he adds. "The department has no conspicuous population of Marxists or deconstructionists."

The joint appointment of Mr. Gates to English and Afro-American studies, meanwhile, is likely to have a ripple effect. The department has begun a series of visiting appointments in ethnic studies. Last year, King-Kok Cheung of the University of California at Los Angeles taught for a semester.

Another addition to the English department has yet to teach his first class. From 1964 to 1968, Nell L. Rudenstein was a member of the department. He was re-appointed last year—with tenure—when he became Harvard's 26th president.



The traditional role of libraries in democratic institutions is in danger of being destroyed by new technologies, according to John Buschman, the librarian at Rider College.

In the past, libraries purchased books and made them available at no charge, allowing patrons to educate themselves regardless of their ability to pay, Mr. Buschman said at the annual meeting of the American Library Association in San Francisco last month. Today, many libraries provide on-line data bases but require patrons to pay fees for the service.

Mr. Buschman urged libraries not to operate like businesses. "This process means we are giving up on our historic mission of service, collective social memory, and relationship with print," he said. If libraries put themselves on a business footing, Mr. Buschman warned, "we will become just another competitor in the information marketplace."

David Brunell, director of the Bibliographical Center for Research in Denver, told librarians at the meeting that they shouldn't rely on using the Internet because access will not always be free.

Many libraries are using the Internet, a "network of computer networks," such as interlibrary loans. "From that limited perspective, it looks promising if you assume it's free," Mr. Brunell said.

However, he warned the audience, the federal government is subsidizing the Internet, and colleges and universities are shielding libraries from the cost. At some point, he warned, those subsidies will probably end. If it has relied for an essential service on a network that was once free, a library will see its costs skyrocket when the subsidy ends. "Information is not free, and access to information is not free," he said.

Librarians must persuade academic administrators to invest in computers, networks, and other new technologies, Ronald F. Dow, assistant dean of libraries, planning, and administrative services at Pennsylvania State University, said at the meeting.

Mr. Dow acknowledged, however, that in this time of tight budgets it might be difficult to get more money for libraries, particularly when the additional support will not necessarily lead to cost reductions. "The new tools really don't replace anything, because we still need to buy books," he said.

Librarians will have to encourage administrators to view the library as something other than an expense. "You can't let the library get buried in the organization," he said. Otherwise, it will be impossible to provide additional services in the future, when computerized access to information will be critical.

Information Technology

Dramatic Breakthroughs for Deaf Students

New technologies offer greater participation

By David L. Wilson

ROCHester, N.Y. For decades, deaf students have struggled to overcome the isolation they have felt during lectures and class discussions. Now, relatively inexpensive but extremely powerful desktop computers are making it possible for the deaf to participate more fully in higher education.

Some of the most dramatic breakthroughs in the use of technology have come in speech-to-text translations, using computers. At the National Technical Institute for the Deaf here, a team of researchers is working on an inexpensive system that transcribes a professor's lecture and projects the words on a classroom wall as they are spoken. The institute for the deaf, one of eight colleges at the Rochester Institute of Technology, was created by Congress. It is financed largely by the U.S. Education Department.

Educators from 44 colleges came to the institute recently for the National Symposium on Educational Applications of Technology for Deaf Students and reported that computers were being used at colleges and universities to:

- Let deaf students and hearing students participate as equals in classroom lectures and discussions. Using computers equipped with modems, professors and their students exchange information in and



E. Ross Stuckless: "More and more of the deaf community are using new technologies. It will soon change the way they live."

translation as it is called. It is particularly helpful to deaf students because it allows them to follow a lecture and to ask questions in class.

Janette B. Henderson, a senior research associate, said the institute for the deaf was developing a transcription system that uses an inexpensive laptop computer. The system, called C-print, was tested in a class at the institute last year as part of a pilot study. It uses two off-the-shelf software packages, one a standard word-pr

used for the K sound. If the operator key in "kraze," the word "Christmas" is displayed for observers. The code letters "tee" are instantly translated as "achieve," while the letters "ewen" are translated as "involvement."

Much of the equipment needed for such a system is already available at many colleges and universities, but the hardware and software could be acquired for about \$3,000.

Similar systems have been in use for more than a decade, but all are more expensive because they require the use of trained stenographers. The C-print system uses specially trained typists who are paid much less than stenographers.

The institute for the deaf experimented with a speech-to-text system using stenographers from 1981 to 1988, said Michael J. Stinson, a research associate with the institute's educational research and development department. Studies indicated that students achieved a higher rate of understanding of lecture material when the system was used than when they relied completely on sign interpreters. Students also preferred the transcription system over the use of note takers, possibly because of the detail offered by the verbatim printout, Mr. Stinson said.

The transcript types on a standard computer keyboard. The system lets the operator produce more words than if each word were typed fully and gives even mediocre typists the ability to keep up with a lecturer.

The transcript program contains phonetically based abbreviations developed at the institute for the deaf. Thousands of words are stored in the computer. The system works using about 40 universal rules, so operators need not memorize the codes for the thousands of words that are available. The letter K, for example, is always

'It Was Too Expensive'

He added that printed information is especially important for deaf students who have been taught in classes with other students who are not deaf. Mr. Stinson, who is hearing impaired, said that deaf students tend to rely more heavily on print for communication and, therefore, may not be as proficient in communication through the use of sign language as deaf students who do not take classes with students who can hear.

Despite the usefulness of the speech-to-text system, the institute for the deaf

stopped using it in 1988. "It was too expensive," said Mr. Stinson, "and very hard to find stenographers who were available for part-time work."

While the hardware and software for the speech-to-text system were pricey, its most expensive aspect was the stenographer, said the institute's Mr. Stuckless. "A courtroom stenographer can earn, depending on the region, in excess of \$60,000 a year," he said.

The systems were replaced by people who would translate the lecture into sign language. "Many people would say interpreters are underpaid, but you can hire two or three interpreters for the cost of a stenographer," Mr. Stuckless said.

He acknowledges a basic limitation of sign interpreters: "It's virtually impossible to take notes if you have to keep your eyes on the interpreter," he said.

Help From Work-Study Students

The C-print system holds promise because unlike stenographers, who must spend years studying their craft, an average typist can learn the 40 codes used by C-print in just a few months, said Barbara G. McKee, who chairs the educational research and development department at the institute for the deaf. Ideally, she says, hearing students who receive work-study money can learn the system and then act as translators in classes with hearing-impaired students.

The team developing C-print hopes to transcribe speech delivered at 150 words a minute with an accuracy rate of 95 per cent. If members decide that this goal is unrealistic, they will explore use of the system as a way of providing extensive notes, as opposed to a verbatim transcript. But note taking may be even more time-

consuming for the operator than transcription, said Ms. McKee, because the operator must actually think about how to edit or rephrase spoken words.

Eventually, Mr. Stuckless said, speech-to-text systems will be developed that do not require an operator at all. Computer systems already exist that, after considerable training, can recognize the speech of an operator who pauses briefly between words. The computer can then transform the spoken words into words on the computer screen. Within the next 10 years, he said, the deaf will probably carry around computers that will "understand" speech from a stranger and instantly translate it into text they can read.

"When automatic speech recognition arrives," he said, "it's going to change the lives of a lot of deaf people."

As Janette B. Henderson, a research associate, gives a lecture, her words are projected onto a screen. She is also signing as she speaks.



COURTESY PHOTO FOR THE CHRONICLE

A Blind Professor Discovers Computers, and His Life Is Changed Profoundly

By David L. Wilson

ROCHESTER, N.Y. ORMAN A. COOMBS is a man with a mission. He has just turned 60, an age when most people are starting to plan for their retirement, but Mr. Coombs says he is working harder and more productively than ever before.

The history professor at the Rochester Institute of Technology has been energized by his discovery of the use of the computer as a teaching tool.

Mr. Coombs, who is blind, says: "The computer is one of the most liberating and empowering technologies to come along in a long time for people with a variety of handicaps."

Six years ago, Mr. Coombs says, he first examined a desktop computer, "basically just to shut up a friend of mine."

"He kept telling me how great computers were, and I wasn't interested."

But Mr. Coombs soon discovered that a computer equipped with a speech synthesizer could actually speak each word on the computer screen. Soon, he says, he was requiring students to submit papers to him in electronic form. His life, he says, was completely altered at that point. Until he started using the computer, he was forced to rely on other people to read things to him.

"Before I got a computer, I didn't really think about how dependent I was on other people," says Mr. Coombs, whose specialty is black history. "But I must have been conscious of it on a certain level, because there were these sudden emotions when I started doing things on my own." Just the memory of those emotions seems to trigger deep feelings in Mr. Coombs, normally a man who laughs and tells jokes frequently. Now, he abhors his eyes.

Dependent on Others

He earned his doctorate in history from the University of Wisconsin in 1961, relying entirely on people who were paid 55 cents an hour by the state to read textbooks and other printed material aloud. For the next three decades, he depended on family members, friends, and paid readers to communicate printed information to him.

"Either you're paying someone, or it's a



Norman A. Coombs, with one of his sculptures: "The computer is one of the most liberating and empowering technologies to come along in a long time for people with a variety of handicaps."

friend who wants to be helpful, or it's somebody who feels like they can't say No," he says. "You always feel like you're bothering somebody else, imposing on people, and so you try to do it when it's not too inconvenient for the other person."

With the computer, he says, "I can suddenly do things when I want to do them. Nobody else has to be involved." Using a scanning device, he can load the computer

When the library catalog went on line, he searched for the citation of his own book.

When the speech synthesizer intoned, "Coombs, Norman, Black Experience in America," he thought, "My God, I'm a real author."

with any printed material and hear it read aloud.

With a modem, Mr. Coombs can tap into the vast resources of the Internet, a network of computer networks. He can read some newspapers on the day they come out now. "The Braille edition of *The New York Times*," he says, "comes more than a week after the printed version." Mr. Coombs says he is particularly fond of the news briefs that he can read in *USA Today*. He keeps accumulating new powers. "Two years ago, I used an encyclopedia on my own for the first time in my life," he says. When the campus library recently put its card catalog on line, he immediately searched for the citation of his own book. When the speech synthesizer mechanical intoned, "Coombs, Norman, *Black Experience in America*," Mr. Coombs says, his first thought was, "My God, I'm a real author."

Shaking his head, Mr. Coombs says, "I mean I knew I was an author, but being able to go into the library yourself and look up your own book—it's something people take for granted. For me it was extraordinary."

Mr. Coombs says that while the comput-

er changed his life in fundamental ways, it still took him some time to realize that disabled students could benefit from its use in classes.

He began using the computer in some continuing education courses to replace classroom discussions. The classes had no meeting times, and students communicated with each other and Mr. Coombs by exchanging computer messages.

"Then a deaf student enrolled in one of

Coombs' classes," he says. "Students confessed their prejudices and asked other students for forgiveness. Sometimes I was almost frightened at how honest the students were in this medium. I saw things I had never seen in my previous three decades of teaching."

Last fall Mr. Coombs taught a course in black history that enrolled students at Rochester and at Gullstrand University, an institution for the deaf hundreds of miles to the south, in Washington. All classroom discussions took place over computers linked through the Internet. Many of the students in the class were deaf.

Preaching the Gospel

Now Mr. Coombs spends a great deal of his time traveling around the world, preaching the gospel of computer-assisted teaching to audiences that hang on his every word.

In 1990 he was named New York State Teacher of the Year by the Council for Advancement and Support of Education, an award he credits in large part to the change in his life that was wrought by the computer.

"A buddy of mine said to me six months ago, 'You're a different person than you were six years ago,' before I got the computer," Mr. Coombs says. "I've got much more poise and self-confidence, even though I was in my late 50's and had been teaching for some 30 years and was fairly comfortable and confident in the classroom."

Mr. Coombs has been a long-time sculptor, but his new passion for computer-assisted communication and more frequent travels have limited the time he spends on that avocation.

"Suddenly there's this whole new world that I can seize," he says, "and I guess part of what I'm interested in doing is trying to show other handicapped people and non-handicapped people what a person can do in spite of a handicap."

He adds: "It makes me wish I were 30 years younger, when I think of all the opportunities that are starting to unfold."

Information Technology

Information Technology

TECHNOLOGY UPDATE

- Data base will focus on materials from Roosevelt's WPA
- 2-year college district aims to cut high-school dropout rate
- 11 colleges with Hispanic enrollments form satellite network

A faculty member at George Mason University is developing a prototype for a computer library of cultural materials created under President Roosevelt's Works Progress Administration.

To develop the interactive multimedia collection, John O'Connor, an associate professor of English, has been scanning archival images into a Next computer and entering text from the WPA's writing and theater projects.

At present, says Mr. O'Connor, the prototype includes two dozen plays, some oral histories, and images of 100 photographs and 160 art works, including murals, posters, and sculptures. The collection should be useful in American literature and cultural-studies courses, he says.

"I want to look across New Deal or government-subsidized art materials for themes—attitudes toward war, country, history, and people," he says. "The best way to do that is to put as much material as possible into a computer database and access it with key-word searching."

O'Connor plans to test the prototype this fall with freshmen enrolled in "Computers in Contemporary Society."

"That will be a good test because the students won't know the subject matter," he says. "I can see where they get lost and confused."

Once he decides on a final design, Mr. O'Connor wants to put more materials into the data base. "I will add to it for the rest of my life," he says.

For more information, contact Mr. O'Connor, Department of English, George Mason University, Fairfax, Va. 22030; (703) 991-1172; JOCONNOR@GMUAX.GMU.EDU. —BEVERLY T. WATKINS

The Maricopa County Community College District has developed a program, called Achieving a College Education, that is designed to reduce the dropout rate among inner-city high-school students in the Phoenix metropolitan area.

The program, used by two of the colleges in the district, employs the Student Monitoring and Alert System, or SMASIS—software that tracks students and combines data on attendance and grades from public schools and postsecondary institutions. The program keeps tabs on students who move around a great deal, says Ronald D. Bleed, vice-chancellor for information technologies.

"SMASIS alerts people to problems that are occurring with students," he says. "When attendance and grade problems begin to appear, we can attempt some sort of intervention."

More than 95 percent of students to the achievement program complete high school, and a substantial number continue their education, says Mr. Bleed.

lens of shrinking budgets and limited numbers of faculty members, says Miriam Cruz, president of the Equity Research Corporation, a non-profit educational consulting firm that works with Hispanic institutions.

▪

Briefly Noted

Beginning this fall, Southern Methodist University will offer a dual program leading to a bachelor-of-science degree in computer science and a bachelor-of-arts degree in music.

Human-Machine Interactive Systems, esnys, on computing and communication, edited by Allen Klinger, a professor of computer science at the University of California at Los Angeles, is available for \$79.50 from Springer Publishing Corporation, 233 Spring Street, New York 10013; (800) 221-9369.

Ms. Cruz, Equity Research Corporation, Five Thomas Circle, N.W., Washington 20005; (202) 387-3331. —KRISTIN LIEB

The new consortium includes the Heritage College, Huston Community College of the City University of New York, Laredo State University, Mississippi University for Women, New Mexico Highlands University, South Mountain Community College, the University of Texas at Brownsville, the University of Texas-Pan American, and the Ana G. Mendez University System of Puerto Rico.

For more information, contact



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Already Beset by Problems, Black Colleges Face New Pressures

Continued From Previous Page

State University, students and faculty members are angry over a study by a Maryland panel of a possible merger of the two institutions. Morgan State officials are also angry over plans to expand engineering programs at nearby predominantly white institutions—a move that could discourage white students from enrolling at Morgan.

At Kentucky State University, students staged building takeovers in October to protest the possibility—denied by state officials—that the institution would be turned into a community college or lose its mission as a black institution. The president, who had been supported by the students, resigned shortly after the protests.

At North Carolina Central University, the chancellor announced his resignation in September after allegations of mismanagement of funds for athletics. A state audit released last month questioned the management of research funds.

At South Carolina State University, Albert E. Smith left the presidency in January after allegations that he had violated NCAA rules by reimbursing the parents of a basketball player for travel expenses and had allowed the football coach's wife, who works in the admissions office, to be involved in enrolling athletes. Additionally, some legislators have been pressing for a management audit of the university because

cause of gaps in the institution's financial records.

At Southern University, a former president who sued the university's Board of Supervisors for bringing him in 1988 "in bad faith" won a \$240,000 judgment against the institution in January 1991. The former president said the supervisors wanted him to show favoritism to their friends and relatives in hiring.

At the University of Arkansas at Pine Bluff, allegations of mismanagement and wrongdoing—including building athletics dormitories with money appropriated by the state for emergencies—led to the downfall of a former chancellor, Charles A. Walker, who resigned in June 1991.

At Virginia State University, many employees have reported being called to appear before a state grand jury for an investigation of alleged financial improprieties at the institution. University officials deny wrongdoing.

White Political Leaders Blamed

Higher-education officials and advocates for black colleges don't have any easy answers for why so many public black colleges are having problems. Some blame white political leaders. Says the Rev. Louis H. Coleman, a civil-rights activist in Kentucky who is also the part-time football coach at Kentucky State: "All of these controversies are by design to dilute the

African-American leadership. There is a move afoot by the political factions in states where you have black colleges to phase them out."

Many black-college advocates say allegations of mismanagement that are frequently highlighted at their institutions are

"We don't have any interest in denying access to any group of people, but the founding mission was to provide educational opportunities to black people."

just as regularly overlooked at predominantly white institutions.

"Those kinds of allegations are red herrings and could be misused by state officials who don't have the colleges' best interest at heart," says Donald Watkins, a lawyer who has represented Alabama's public black colleges in a desegregation case. Often, he says, what is blamed management at a black college is an attempt by cash-strapped administrators to

In both cases, he says, "the problem has nothing to do with race."

Aside from scandals, many of the controversies involving black colleges relate to state ambitions for predominantly white institutions located in their vicinity. Black college officials say that efforts in Maryland to improve engineering programs at the University of Maryland-Baltimore County will hurt Morgan State and that a proposal in Georgia to change Macon Col-

Perry Pierce, president of Prairie View

Government & Politics

A&M University from 1983 to 1989, was vice-president at Michigan State University for research and graduate studies, says that the proved charges against administrators are "far fewer" than the alleged ones. A special prosecutor's report accused him of "reckless conduct" with Prairie View money, an allegation that was not substantiated by state auditors.

THE CHRONICLE OF HIGHER EDUCATION

Section 2

July 15, 1992



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JOHN MACDONALD FOR THE CHRONICLE

Sen. Al Gore, whom Gov. Bill Clinton selected last week as his running mate on the Democratic Presidential ticket, has been known in Congress as a strong supporter of science and technology.

Mr. Gore, who was first elected to the Senate from Tennessee in 1984, is chairman of the Subcommittee on Science, Technology, and Space. He also sits on the Subcommittee on Defense Industry and Technology.

In those positions, Senator Gore has pushed for larger budgets for federal agencies that support research. He was also the lead Senate sponsor of legislation to authorize the National Research and Education Network, a computer network that will link libraries, colleges, and businesses and allow for the easy exchange of information of extremely high speed.

Senator Gore, like Governor Clinton, has also supported the idea of an "industrial policy," under which the government would support research in fields that are of importance to various industries.

Mr. Gore has also proposed that some of the money now spent on military research be shifted to environmental research. He is considered to be one of the most knowledgeable Senators on environmental research.

Mr. Gore received a bachelor's degree from Harvard University, studied theology and law at Vanderbilt University, but did not get a graduate degree.

SCOTT JASCHIK

The House of Representatives last week voted 419 to 7 to approve final legislation to reauthorize the Higher Education Act.

The action sent the bill to the White House, where President Bush is expected to sign it. The Senate unanimously approved the bill earlier this month.

SCOTT JASCHIK

The Senate has confirmed eight nominees to the National Council on the Humanities, the advisory board to the National Endowment for the Humanities.

The scholars, who were nominated

by the White House in late March, include: Paul A. Cantor, professor of English at the University of Virgin-

ia; Bruce Cole, professor of fine arts at Indiana University; Joseph H. Hogan, president of Assumption College; Theodore S. Hancher, professor emeritus of history at the University of Wisconsin at Madison; Alicia Juarez, professor of philosophy at Prince George's Community College; Alan C. Kors, professor of history at the University of Pennsylvania; Condoleezza Rice, associate professor of political science at the Center for International Security and Arms Control at Stanford University; and John R. Searle, professor of philosophy at the University of California at Berkeley.

A group of liberal scholars, Teachers for a Democratic Culture, had opposed the nominations, contending that the Administration was trying to pack the advisory board with conservatives.

STEPHEN OURD

The House of Representatives has passed a bill to extend for 18 months three tax breaks of importance to colleges.

The breaks all expired on July 1. The provisions would allow workers to receive up to \$3,250 in employer-provided educational assistance without paying income tax on the funds, allow wealthy donors to gain the complete tax advantages of making gifts of appreciated property, and give businesses a tax

KRISTIN LEA

credit for increased spending on research.

The Senate Finance Committee has approved legislation with similar provisions, but it is unclear whether the measures will become law because of differences between the House and Senate bills on how to pay for the tax breaks and for various spending provisions in the bills.

The New American Schools Development Corporation, an arm of President Bush's America 2000 school-reform effort, last week announced 11 grants to design teams selected to devise methods to better the education of American students. Nine of the teams included at least one college. NASDC, a non-profit organization, made its selections from a pool of 686 proposals.

The 11 design teams will work to establish prototypes for "world class" schools, develop pilot schools based on their models, and test and refine them until proved effective and replicable. The teams must operate with a budget comparable to those of conventional schools. NASDC has raised \$50-million toward its \$200-million goal for supporting the project.

The Johns Hopkins University will participate in one of the design teams, for an elementary school to be called "Roots and Wings." The design team will use cooperative learning, peer tutoring, and a curriculum that emphasizes linking subject matter to real life problems.

Other colleges receiving grants are: Audrey Cohen and Whetslock Colleges; Boston, Brown, Harvard, Tel Aviv, Vanderbilt, and Yale Universities; and the University of California at Los Angeles, Massachusetts at Lowell, Minnesota, North Carolina, and Southern California.

KRISTIN LEA

By Allan M. Winkler
How should faculty members spend their time? How many courses should they teach? And who should make teaching assignments?

Those questions all revolve around the larger issue of faculty workload, perhaps the most pressing concern in higher education today.

As *The Chronicle* pointed out in a front-page article several months ago, at least a dozen states are examining the academic work week, with an eye toward mandating that faculty members teach more. Some states seek to require that a given number of courses be taught by an individual faculty member; others wish to insure that the teaching balance favors undergraduate, rather than graduate, teaching; still others mandate that senior faculty members, and not graduate assistants, teach undergraduate students.

In Ohio, for example, a bill introduced in the General Assembly a year ago sought to tie salaries directly to the number of credit hours taught. It died in committee, but rumblings in the legislature this year indicate that the issue is still very much alive.

In Virginia, in response to Gov. Douglas Wilder's pointed inquiry about "the academic priorities of our colleges and universities," the Survey Research

Laboratory of Virginia Commonwealth University, in consultation with the State Council of Higher Education for Virginia, undertook a lengthy survey of all faculty members' activities. The North Carolina State Auditor recently issued a report on

restrictive legislative decrees are unnecessary.

We have been notoriously lax in articulating to students, alumni groups, and especially legislators the various activities that are part of academic life. Even though many state legislators believe that undergraduate teaching is the only thing that matters, we still need to keep explaining that such teaching is but a small part of an overall workload. Similarly, we need to communicate that teaching involves far more than the time spent in the classroom.

We also need to be even more aggressive in explaining the value of research, and to highlight both anticipated benefits, such as economic analyses that can assist the state, and unexpected results,

such as the miniaturization process that was stimulated by the space program. Finally, we should argue that teaching and research are complementary, not competitive, activities. Research is a process of systematic inquiry that plays a major role in teaching students at all levels, in all institutions, just what we do with our time. Even more important, we must develop a systematic means of assigning workloads fairly on our campuses, to demonstrate that

Explaining What Professors Do With Their Time

The concerns of government leaders and the public require a response

hours worked in the state-university system and voiced concern about the lack of "formal, ongoing monitoring" of professors' employment patterns. And the list goes on.

The concerns of government leaders require a response. We need to do a better job explaining to our various constituents just what we do with our time. Even more important, we must develop a systematic means of assigning workloads fairly on our campuses, to demonstrate that

OPINION

Continued on Following Page

LETTERS TO THE EDITOR

The Plight of an Exceptionally Gifted Child

TO THE EDITOR:

Regarding Asma Barlas's essay ("Rules Are Rules? How the System Failed to Serve My Exceptionally Gifted Son," Opinion, June 3), I'm a bit puzzled at *The Chronicle's* new journalistic approach. It is truly astonishing to learn of a mother who thinks her son is actually unrecognized genius. I'm anticipating that you'll soon be writing up essays on other "dearly beloved" topics such as "Freshmen Get Younger Each Year," "Faculty Members Demand Tenure Think the System Is Unfair," or "Why My Travel Money Is Inadequate."

Seriously, does Ms. Barlas expect the majority of the readership of *The Chronicle*, who did not attend Ivy League schools, to sympathize with the alleged disaster that her son did not? A really good undergraduate education can be had at many other public and private institutions; the editorials that assume otherwise does not deserve to be aired in *The Chronicle*.

WALTER M. KEITH
Assistant Professor of English
University of Louisville
Louisville, Ky.

TO THE EDITOR:

... Rather than providing a coherent indictment of the "system," as she terms it, Asma Barlas devotes the bulk of her essay to descriptions of her child's achievements in the face of pressures that are by no means unique to the system. While the reader is thus introduced to a rare and talented individual, the relevance of the presentation to broader issues is dubious.

While reading this essay we were

led to contemplate the large numbers of bright students laboring under burdens of indifference and poverty who happen to lack access to major influences such as that served by *The Chronicle*. Professor Barlas displays little, if any, concern for these students in general. Her inability to move beyond her own particular concerns, which seem to be the admission of her son to a "name brand" university, is self-indulgent. Emphasis on this point denigrates the numerous secondary institutions that have high academic standards and may be more receptive to individual needs than the institutions she discusses. The unfortunate implication is that Professor Barlas feels that prestige, rather than education, is a stake for her son...

JAMES ELLIOTT SNEAD
Doctoral Candidate of American Studies
University of California at Los Angeles
Los Angeles

JAMES ELSEBART SNEAD
Commission on Higher Education
State of New Mexico
Santa Fe, N.M.

TO THE EDITOR:
Asma Barlas's complaints against the "system" that failed to serve her "exceptionally gifted son" are misguided. After reporting that "the system" identified her son as having an exceptionally high I.Q., after "the system" placed him in special university-sponsored programs and in accelerated classes and provided access to the International Baccalaureate program, Ms. Barlas has the nerve to complain that "the system" has

failed her son because it didn't recognize his exceptional brilliance by handing him a full scholarship to an Ivy League school, or prevent his locker from being vandalized, or insure a happy and fulfilling social life.

Ms. Barlas maintains,

"The system failed to serve my exceptionally gifted son..." Why is it that a high I.Q. should be equated with great privilege? An "exceptional gift" is simply the result of the fortuitous combination of DNA. It is, in fact, a "gift," so why should rates be bent because someone is "exceptional?"

And then because "the system"

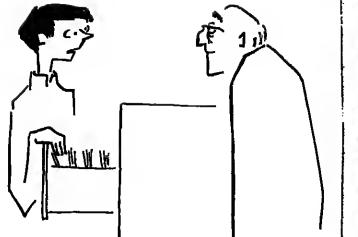
fails to serve her son, Ms. Barlas

equates this experience with failure in American higher education. It is not American higher education that has lost sight of what knowledge and learning are all about; it is those who believe that "exceptional gifts" deserve exceptional privilege. How often do we read about "exceptionally gifted" students peer tutoring, reading for the blind, volunteering in nursing homes, or in any way using their "exceptional gifts" to help others? This is less exceptional."

Ms. Barlas has her math all wrong: An "exceptional gift" equals exceptional responsibility. Throughout history the most revered scholars are those who put their exceptional gifts to work in the service of others.

LYNNE LANIER MEERS
Consultant, English Language Arts
Department of Education
Boise, Idaho

TO THE EDITOR:
Asma Barlas's moving story about her exceptionally gifted son is inci-



THE CHRONICLE OF HIGHER EDUCATION

VS HIXLEY

VIRGINIA STONE

"I've been assigned to the curriculum-reform committee, and, as I thought I'd read up on it. But I can't seem to find any records of my actual meetings. Am I looking in the wrong place?"

TO THE EDITOR:
We have had several controversial

item decisions in recent years at Colby College that have greatly di-

vided some friends and close col-

leagues. I regret the necessity to pro-

vide internal discussions concerning

these decisions on the pages of *The**Chronicle*, but I feel compelled to

mention the allegedly factual claims in Roger Bowen's essay, "A College That No Longer Pays Teaching First Pays a High Price for Its Excellent Reputation" (June 10). I leave his opinions for others to judge.

In order to make his point, Bowen

greatly exaggerated the place of

scholarship in our faculty reviews.

All value research activity and its

public presentation, not for its own

sake but because of the close connec-

tion to first-rate instruction and ad-

vising. At the same time, we remain

steadfast in our commitment to the

ideal that a college should be funded

mainly by a place of teaching and

learning.

ROBERT P. McARTHUR

Vice President for Academic Affairs

Colby College

Waterville, Me.

TO THE EDITOR:

Anne Barlas's article regarding

the experiences of her son David

confirmed for me the reality of col-

laboration "conformity theory" that is

far too prevalent in America, and

likely in many parts of the world. As

well, ... her article exposed the reality

of racism and the commensurate

stupidity in America. I would

tell Dr. Durles to reflect on the

"blind" ignorance of those students

who shunned her son because he was

black, and was neither, and therefore

a true outsider. This is an ex-

perience repeated many times, and

it usually involves a person of color

in a predominantly white setting. The

effects of existing in this type of set-

ting, particularly for a growing adoles-

cent, can be devastating.... His lack

of socialization he received by

being shunned as an outcast is too

comprehensible....

There is a reality to be fought on

the battlefield of equitable treatment

for all people, and this is the focus

over. She asks, "Do Ivy League col-

leges in America understand the

difference between learning and grad-

ing?" I would reply that often the

case is, *not* when it comes to getting

your "kicked punched" (emphasis

for graduating). In graduate school

back East I saw "teamwork" (group

cheating) and heard of accounts

of plagiarism that boggled the mind. It

became clear to me that since I was

usually working on my own and was

not part of the clique (groups of stu-

dents) that I would have to work

10 times harder for grades. This

is not a true picture....

Dr. Barlas states that she moved to

America in 1983. I was born in Amer-

ica and only have to go back three

generations in my family tree to re-

descendants who were slaves in Amer-

ica.

To ask the question is to begin to answer it.

The university is, in fact, filled with alternative

teaching paradigms that have much to offer

computer science. Architecture, for example,

OPINION

OPINION

many have lived the life of experiences she and son seem to find final and incredible. ... Dr. Barlas has to talk with all different kinds of people and realize that her experience is not unique. Education is a key to upward mobility in this society; however, one must never lose sight of how this current "system" functions (or dysfunctions). If all members of the human race were encouraged and given equitable opportunities to reach their best, it would make one pause and wonder what great inventions and discoveries could be made for the benefit of humankind.

T. MICHAEL FORD
Senior Business Analyst
Office of the Chancellor
California State University
Long Beach, Calif.

teachers who are also active scholars and contributors to the college receive the highest increases. Publishing alone is not sufficient, as the winner of a prestigious national fellowship recently discovered.

There has been no case in my memory at Cuhuy of a truly "excellent" teacher being denied tenure, nor has there been a case of a mediocre teacher granted tenure because of impressive scholarship. As those who have served on tenure committees know, there is often a wide disparity between the evaluation of the strengths and weaknesses of a colleague being reviewed for tenure and the *actual record* that the committee sees. Seven of Bowen's claims are based on such numbers.

WCU publishes a tenure candidate's book but never, by itself, been a significant component of a tenure review. However, the journals where a faculty member's articles appear, the gallery that represents a faculty member's work, the theater company that performs a person's play, the foundation that has supported a faculty member's research, and internal discussions concerning these factors are the pages of *The Chronicle*, but I feel compelled to mention the allegedly factual claims in Roger Bowen's essay, "A College That No Longer Pays Teaching First Pays a High Price for Its Excellent Reputation" (June 10). I leave his opinions for others to judge.

In order to make his point, Bowen has greatly exaggerated the place of scholarship in our faculty reviews. We do value research activity and its public presentation, not for its own sake but because of the close connection of research to teaching. The essay mentions the importance of book publishing, but not the measurement of good teaching at Colby.

It is easy to romanticize that mythical time when the true worth of good teaching was recognized and rewarded. Mayne yule had to be there to remember how little good teaching there was to go around. I have had three great teachers in my academic specialty; one, indeed, was at Colby. The others both taught at large research universities. They published by the yard, good and useful books and articles. They taught well, helped them they excelled at what they did. What they did—not what they read about what others were doing.

The Colby government department, about which Bowen complains, is considered one of the strongest teaching departments at the college. Most government-department members are also active scholars, but the majority of them still teach. They teach their courses, they teach their students, they teach their friends. Each year, students flock to government courses, and over 200 students choose to major in government of 1,200 sophomores, juniors, and seniors, giving testimony to the high degree of student satisfaction with the teaching quality of the government faculty. More generally, our students consistently find fine teaching in the most outstanding feature of their Colby experience.

The healthy merit salary system has been in effect since 1970; it was not created by the new president, Orth. Originally a two-year system of review, it became a four-year system in 1978, and, in 1984, a ten-year system. Merit salary recommendations originate with department chairs and interdisciplinary-program directors. The strongest

I don't think it misrepresents some 30 odd years of conversation to say that if they did frustrate then, they will feel frustrated now, by a system that did not sufficiently value research and publication in encouraging teaching.

Bowen is one of the most complete achievers, a long-lived and highly successful higher education specialist, and in much of nostalgia. Active research need not produce more good teaching (if we are speaking of something measurable) than those men and women who view themselves as teachers. On balance, however, I think one's chance of encountering a good teacher improves the more active the teacher's mind, eye, and pan. I see constant evidence to support such optimism at my current university. ... If we value teaching, we must reward it.

It is not clear that this development would be good for the college. The college has a tradition of meritocracy, and it is in a state of nostalgia. Active research need not produce more good teaching (if we are speaking of something measurable) than those men and women who view themselves as teachers. On balance, however, I think one's chance of encountering a good teacher improves the more active the teacher's mind, eye, and pan. I see constant evidence to support such optimism at my current university. ... If we value teaching, we must reward it.

In the interests of full disclosure, and not because I believe he might have influenced this letter, I must add that I am a member of the Colby '65 who is an alumnus member of the college's board of trustees.

DANIEL THAYER
Curator of Special Collections
Van Pelt Library
University of Pennsylvania
Philadelphia

YET ANOTHER IRREGULAR VERB FORM THROWS VISITING PROF. MOBLE FOR A BIT OF A LOOP

CHESTER RICE

THE CHRONICLE OF HIGHER EDUCATION

OPINION

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constituencies. The new faculty members who have to publish and do required research should not be receiving a different signal from faculty members who are not doing research but are en route from the undergraduate admissions office. Every higher-education institution must teach. But if they do nothing else but teach, they are no different than the soundbites of TV broadcasters who simply "read" us the evening news. Developing, not just sharing, new information and knowledge is the key to all higher education. A professor's community is also the community of scholars.

DONALD K. SHAWES
Professor of Education
Weber State University
Ogden, Utah

"My office door is always open; however, I'm rarely there."

A.J. THOR

THE CHRONICLE OF HIGHER EDUCATION

"My office door is always open; however, I'm rarely there."

A.J. THOR

THE CHRONICLE OF HIGHER EDUCATION

"Editing history for the ages"

TO THE EDITOR:

Ralph H. Orth's "The Editors of Historical Papers Should Avoid Bloated Volumes That Take Ages to Produce" (Point of View, May 27) largely repeats, though it never mentions, his previous letter to the editor, "Editing History for the Ages" (''Mark Twain," March 11). In both Orth implies that he speaks for a large, scholarly audience, justifiably impatient with the failure of the Mark Twain edition to publish at a satisfactory pace.

The simple truth is that Orth has no real authority as such a spokesman. And his explanation of the "glacial pace" of the Mark Twain edition is simply wrong, bad in its "feats" and in his understanding of which facts are relevant to our pace, or the pace of publication.

Orth is eager to insist that all editions are "by nature too big and too slow." For examples he cites, among others, the Alexander Hamilton and the Woodrow Wilson editions, as merely resistance to change. I personally maintain a belief that career growth of faculty as scholar-teachers benefits the students.

WILLIAM SMIALIK
Professor of Music
Chair of Humanities and Social Sciences
DeSales Christian College
Hawkins, Tex.

TO THE EDITOR:

Roger Bowen writes that a college that doesn't price teaching first pays a price for its reputation...

Research and publication do not necessarily detract from the main goal of instruction. Writing is a means of sharing of research, just as oral speech is. Writing, research, and publication should not be ends in themselves. The academic world's myopic perception of presenting publication and research as antithetical to teaching is detrimental to the teaching profession. Colleges and universities develop and publish their teaching materials.

Moreover, the communications industry has radically changed our statistical view of teaching. One does not need in physical presence of people in the same room to be teaching. To develop a usable script, for example, for a video recording could be both teaching and publication. Similarly, publishing one's syllabus as a textbook serves a common, dual purpose.

How can anyone maintain high teaching standards without engaging in some minimal kinds of research activity? How can a professor sustain instructional competence and currency without engaging in the quest for new knowledge?

Labeling a higher-education institution as merely a teaching college, in my judgment, sends a fragmented message to an institution's varied constituencies.

Orth ... missates the actual rate of production for *Letters* (it is three in four years, not five for a man, 0.8 for a woman, slightly better than the rate for *Emerson*). My own estimate is that it would take another 20 (not 100) years, "almost" \$5 (not \$2) million to publish the 24 volumes that were published in the 43 years since the first two were published in 1950, for an average of 0.6 volumes per year.... At any rate, for Mark Twain, Orth never gives any real figures, but blithely asserts that *Letters* will not be done "until the middle of the 21st century," or not until 2030. This statement has no foundation in fact....

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Continued on following page

Letters to the Editor

Continued From Previous Page
 ums in 26 years, or 9 volumes per year. When our publication of cut-and-paste (edit and trade) editions of Mark Twain's best texts are taken into account, the number rises in 33 volumes in 26 years, or 1.3 volumes per year. Either one of these rates, of course, clearly exceeds the rate of 0.7 for Emerson's journals. By Orth's own logic, therefore, the Mark Twain edition is doing as well as, or better than, several editions which we say are "too big and too slow."

Everyone, of course, wants the rate of publication to be better. The only real difference of opinion is about what it gives us in order to make it better. So allow me to record that, despite Orth's blithe claim that "spin doctors" and "editorial overlords" there simply is no basis whatever for concluding that his opinion is widely shared by scholars, or even ordinary readers. Let alone signed reviewers of the *Letters*. In fact, there is a staggering amount of published (and unpublished) evidence to the contrary. . . . Nor is there any evidence that even a few readers of Orth's sour view of "plain text," a method of transcription which most reviewers recognized could, and should, replace the method used by the Emerson journals, which Lewis Mumford dubbed "barbed wire" as long ago as 1968. Orth's views on all these points appear to be uniquely, or "almost" uniquely, his and his alone.

It is simply mendacious to suggest that an acceptable rate of publication and wide scope require a "lean and mean" annotation policy. As Orth knows but may say, the piece of the Jefferson edition that he edited and by his pioneering status, by the several changes in its leadership over the years, and above all, by fluctuations in its funding. The rate and duration of the Wilson and the Hamilton editions have been more favorably affected by more favorable conditions in these same matters. . . .

The Mark Twain edition is basically no different. As Orth knows full well, the present policy for letters arose out of the policy of the previous general editor, which produced such unreliable results, so weakly annotated and badly transcribed, that

sons of the stature of Jefferson there can be no attempt at the kind of completeness that Professor Orth implies. Completeness is certainly an ideal to be aimed at, and editors wish to avoid excluding any document that may shed light on the subject's thinking or on historical events in which he or she participated. This requires a good deal of soul searching, since one historian or generation of historians will differ from those of another about what events are historically significant. What seems trivial to one historian is crucial to another. The ideal aimed at is to make it unnecessary for future generations to redo the work of today's editors. That does not and cannot mean including every scrap of paper with writing on it, but it does mean including a great deal more than the selective collations of the 19th and early 20th centuries.

It means including letters to the subject as well as by him, especially letters and papers to which he responded. The new editions would have us publish what the author wrote in pen or pencil, and here again the ideal is never fully attainable. To translate handwriting into print is a far more complex task than is possible of people of whom Professor Orth can not even realize.

Every transcription involves judgment comparable to those about inclusions. Well-meaning editors want to avoid is the deliberate or accidental omission or alteration of modernizations of words that characterize earlier editions, to leave as little as possible of the quality of the manuscript in transcribing it into print.

Let's get the record straight. Every editor knows that there is no such thing as a complete edition. All that can be done is to print the final copy for the printer against the original manuscript. Most editors work from photocopies of the original, but many editors have found that errors and omissions are to be expected and take the pains to make the final check against the original, even though it may mean a good deal of travel to different repositories.

It is unfair to argue that editors resist any suggestion that certain categories of documents be excluded, or summarized, or made available on microfilm or co-edited rather than in a bound book." The John Adams papers were made available in microfilm before their editing and publication in bound books began. All the editions of the papers of the Founding Fathers are now in progress (Jefferson, Adams, Benjamin Franklin, James Madison, George Washington) summarize large numbers of documents. And all the papers in these editions, both those already printed and those yet to be printed (or summarized), are being made available on co-edited (those of Franklin and Washington are nearly ready). The editors of the papers have welcomed the CD-ROM publications and are doing the not inconsiderable work required to make it possible. But most of them, nor other responsible scholars, consider the unverified and unannotated co-edited text to be suitable for the volume on which they continue to labor.

Yes, it would be great if the young doctoral candidate of the '90s had had the completed Jefferson papers available by the time he was a full professor. I almost fit the descrip-

they would have been disastrous for all students of American culture, let alone Mark Twain, had been published. With the full, and hopefully informed, consent of the Nations! Endowment for the Humanities staff, we turned to expand our battery of reviewers and annotators. I stopped publication of the first three volumes in 1982, even though they were in galley proof, in order to make them as they have now been redone.

If one wants to find a villain to blame for the "glacial" progress of the Mark Twain edition, one has to look no further than the fundamentally misguided policy of publishing letters as Orth would have us publish them—“annotated with just enough information to be comprehensible.”

This policy guarantees mediocrity, because it guarantees that the editors themselves will truly understand what they are charged with publishing. . . . That minimalist approach cost us fully 10 years and tens of thousands of wasted dollars before the first volume of *Letters* could be published in 1988, to uniformly rave reviews. I may add, To adopt Orth's views now would simply repeat the folly put to stop in 1982. . . .

ROBERT H. HIGGINS
 General Editor of the Mark Twain Project
 University of California at Berkeley, Calif.

To the Editors:

The piece by Ralph H. Orth in your issue of May 27 will leave your readers with some unfortunate misconceptions about the editors and the editions of historical papers. Although he concedes that "a complete edition is desirable" for any figure of the stature of Thomas Jefferson, he takes the Jefferson papers as his prime example of what is wrong with multiple editions.

Let's set the record straight. Every editor knows that there is no such thing as a complete edition. All that can be done is to print the final copy for the printer against the original manuscript. Most editors work from photocopies of the original, but many editors have found that errors and omissions are to be expected and take the pains to make the final check against the original, even though it may mean a good deal of travel to different repositories.

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Yes, it would be great if the young doctoral candidate of the '90s had had the completed Jefferson papers available by the time he was a full professor. I almost fit the descrip-

ton, having completed a doctorate in 1942, and I suppose I am one of the few people who have read every word of the Jefferson volumes that have since become available. I want to say for the record that I consider those volumes to be worth every minute of the time it took to produce them; and I doubt that they could have been produced in a very much shorter time, though Julian Boyd, an editorial genius, admittedly worked in a more steadily pace than most editors. The great editions now under way, in my opinion at least, the most significant contribution of this century to American historical scholarship. These "multiple editions" ought to be pursued because they are produced for the public.

LUCILLE S. MONTAGUE
 Professor Emeritus of History
 Yale University
 New Haven, Conn.

Biological contributions of southern wrens

To the Editors:

In "An Evolving Debate On Research That Links Biology and Human Behavior" (June 24, David L. Wheeler falls into the trap of genetic determinism that he deserves so well. While discussing the California wren in which a genetic mother tried to share custody of the child she had birthed with the couple who dumped the egg and sperm, he describes the judge's definition of her claim with the words, "The court awarded the biological mother sole custody of the child." Is he pointing to the genetic mother as the biological parents? To raise the term "biological" to the egg and sperm donors and ignore the biological contributions of the woman whose body enabled that fertilized egg to grow into a baby epitomizes the novel appraisal of genetic inheritance as the thing that determines what a person is going to be. The equation of biological with genetic is one stroke denies the significance of crucial biological as well as social processes.

RUTH HUMPHREY
 Professor Emerita of Biology
 Harvard University
 Cambridge, Mass.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1232 Third Street, N.W., Washington 20037. Please include a daytime telephone number.

To the Editor:

Unfortunately, a column published in the recent issue of *The Chronicle* of June 10 leaves your readers with only a partial understanding of Wichita State's \$100-million capital campaign. A more complete—and thus more credible—picture of the campaign would include these significant facts:

1. The campaign goal was set at \$100-million in 1985 recognizing that 50 percent of the goal would be achieved through outright gifts and 50 percent through deferred gift vehicles. When the campaign was announced in 1987, this division of gifts remained publicly.

2. All gifts, when announced publicly, identify the outright portion of the gift as well as the deferred.

3. A gift-acceptance policy was approved in 1985 that distinguished deferred gifts according to a certain scale. This was done in order to count gifts at a present-day value. This policy was modeled after policies in force at major universities such as the University of Iowa.

Those of us affiliated with the capital campaign are proud that, seven years before the Council for Ad-

vanced and Support of Educa-

COLLEGE WANTED

The Arava is a hub of Denver, Colorado's business, development offi-

cials are working as an international organization to establish a college campus in Arava, specifically for international students.

We are beginning early recruitment of students, application with an established university would be helpful. In addition to other areas of life,

the utilized institutions will receive international students at no cost or aid.

Please call or write:
Don Kinney, Executive Director
 Arava Economic Development Association
 8100 Ralston Road, Suite 214
 Arava, Colorado 80027
 TEL: (303) 431-3600; FAX: (303) 431-3085



PROFESSOR OF PURE MATHEMATICS
Department of Mathematics
School of Mathematical and Information Sciences

Applications are invited for a newly-established Chair in Pure Mathematics within the Department of Mathematics. The Department is one of four in the School of Mathematical and Information Sciences which comprise the Departments of Mathematics, Computer Science, Information Systems and Statistics. This Chair is designed to provide leadership in research and teaching in the more theoretical branches of mathematics. The other established Chair in Mathematics is held by Professor Graeme C. Wake who is also current Head of Department.

The successful applicant will be expected to provide direction within the Department of Mathematics and in the wider community. Applicants should have experience in research in one or more fields of Pure Mathematics and have proven ability in teaching. The appointee will be expected to take a full part in teaching research and administration and may be expected to serve a term as Head of Department. It is envisaged that the appointee would take up post in August 1993.

The Department of Mathematics offers a full undergraduate programme in mathematics including service teaching. Most undergraduate courses are taught both to internal students and by correspondence to extramural students throughout New Zealand and overseas. The graduate study programme includes Honours and PhD supervision - currently for fifteen students.

The University reserves the right to make no appointment or to fill the Chair by invitation.

Reference number CME/54/92 must be quoted.

Closing date: 31 October 1992.

Further details of the above position together with Conditions of Appointment are obtainable from Mrs V. Burrell, Personnel Section, to whom applications, including a full curriculum vitae, and the names, addresses and fax numbers of three referees should be sent before the closing date specified.

B.R.H. Monks

Registrar

We are an Equal Opportunity Employer.

Palmerston North • New Zealand
Telephone (64) 6 356-9099
Fax (64) 6 350-5615

McNeese State University
Assistant Professor Accounting

The College of Business at McNeese State University (AACSB Accredited) is seeking to identify qualified individuals to apply for a tenure track position in accounting. Candidates must show potential to research and publish in accounting journals. Applications should be submitted to the Department of Accounting, McNeese State University, an Equal Opportunity Employer, Attention: Dr. Eddie Bailey, Head, Department of Accounting P.O. Box 91415, McNeese State University, Lake Charles, Louisiana 70605.

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EOBAA/V

**NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
FULLERTON COLLEGE
GEOLOGY INSTRUCTOR**

Fullerton College is seeking instructors who represent the multicultural diversity of our students and community. Our reputation for academic excellence, commitment to teaching, professional staff who share our commitment to quality education, and in providing a well rounded experience for every student.

Applications are currently being accepted for the following faculty position:

Geology Instructor
100% Tenure Track Contract
Deadline for applications:
August 10, 1992

The Billing of this position is contingent on available funding.
Located is Orange County, 40 miles southwest of Los Angeles. Fullerton College is a 10,000-student community college.

The NOCCD offers a generous benefits package which includes health insurance and competitive salaries. We are committed to Affirmative Action and encourage applications from qualified women, minorities, and disabled individuals. If making our family interests, please call or write for an application. All materials must reach us by the deadline of August 10, 1992.

North Orange County Community College District
Office of Human Resources
1000 North Lomas Street
Fullerton, CA 92634
Phone (714) 877-1030 FAX: (714) 738-1833

**ST. LAWRENCE
UNIVERSITY**

Visiting Assistant Professor of Philosophy. One year replacement with possibility renewal up to three years. Department of Philosophy. Must be able to teach Introduction to Philosophy, Logic, and History of Western Philosophy. It is desirable but not required that applicants also be able to teach Intermediate Logic, Upper level courses to be arranged, but the department is interested in those who can teach both. Some topics not regularly offered, including Mental philosophy and Metaphysics. Ph.D. preferred. Evidence of engaging teaching essential. Bachelor's completed; supporting materials:

Dr. A. Al-Ashari, Chair
Department of Philosophy
St. Lawrence University
New York 13317

Committee will begin reviewing materials on July 26, 1992, but search will remain open until filled.

St. Lawrence University is committed to fostering multicultural diversity in its faculty, staff, student body and programs of instruction. An Equal Opportunity/Affirmative Action employer, we specifically encourage applications from women, minorities and persons with disabilities.

FACULTY POSITIONS

East Arkansas Community College anticipates openings beginning August 10, 1992 for the following instructional positions. The positions are subject to funding approval.

CRIMINAL JUSTICE FACULTY: Master's degree in corrections and law enforcement with Bachelor's degree and significant experience to corrections and law enforcement.

COMPUTER SCIENCE FACULTY: Master's degree in computer science with appropriate minor, individual with Bachelor's degree in related field and appropriate minor, individual with Bachelor's degree in related field and appropriate minor.

Candidates with doctorates in the respective fields would also be considered.

Arkansas State University, a campus of the Texas A&M University System, is an equal opportunity employer. Applications for EEOC, AA, and VEVRAA are welcome. EEOC, AA, and VEVRAA are affirmative action and equal opportunity employers.

For further information, contact Dr. Kenneth Farreni, Dean, S121/25-3349. Telephone: (501) 772-6428.

**ESL/EFL INSTRUCTORS/
MATERIALS DEVELOPERS**

Openings for September 1992

Petition Description: The BEUC offers a one-year preparatory program for all students entering the UAE University. The program includes an intensive ESL component to provide students with the basic English-language skills needed to succeed in their studies. The program is designed for qualified ESL/EFL teachers/vendors who wish to be involved in an exciting teaching program and in ongoing materials preparation and production.

Responsibilities: Positions for men and women involve teaching and supervision in the area of materials development, testing CALL multimedia, and other related areas.

Qualifications: MA in Applied Linguistics, TESL/TEFL or related field, with 3 years' teaching experience preferred. Significant experience in one of the areas mentioned above is referred to above. Overseas experience an asset.

Salaries/Compensation: Competitive salary on experience and qualifications. Free of fare. Housing, utilities, furnished apartment, round-trip airfares for children, shipping allowances, free medical care, and annual round-trip airfares. One month vacation plus one month vacation plus additional leave for additional teaching with additional pay.

Application Dates: Applications accepted until August 15, 1992. The anticipated date of publication is August 15, 1992. Applications will remain open until a position is filled. Reviewing of applications will begin in November.

Nominations and applications should be sent to:

Dr. A. Al-Ashari, Chair
Department of Marketing
St. Lawrence University

Blackwood, NY 13317

Phone (315) 743-6643

APPLICATIONS SHOULD BE SENT BY FAX OR COURIER SERVICE BEFORE AUGUST 1, 1992.

SCRIPPS COLLEGE
Claremont, California 91711

**NON-TENURE TRACK POSITION IN
INTERNATIONAL RELATIONS**

Scripps College is a women's college in the Claremont Consortium. Non-tenure track position in International Relations.

To teach at the undergraduate level. Political Science, European or Third World area (Ph.D. preferred).

Teaching load is five courses per year. Additional joint responsibilities include teaching, research, and committee work.

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As a result of program enhancements, a University of Maryland MBA program is initiating a search for two placement professionals:

DIRECTOR OF PLACEMENT

The Director is responsible for developing and managing all career planning and placement programs including on-campus recruiting, student advising, representing the College to its corporate constituency and developing a placement network.

A graduate degree (either MBA or a degree in academic counseling) is desired and a Bachelor's degree required. The position requires three to five years experience in college placement, human resources or marketing. Experience in placement is preferred. Application deadline is August 3, 1992 or until the position is filled.

ASSISTANT DIRECTOR OF PLACEMENT

The Assistant Director is responsible for continuing studies, individual development, recruitment workshops, and the placement center. Bachelor's degree plus a minimum of two years' experience in college placement, counseling, human resources or marketing. MBA or master's communication skills. Application deadline is August 31, 1992 or until the position is filled.

The Maryland MBA program is the oldest graduate management program in the region and has been accredited by the AACSB since 1963. This year, the program will move into a new, state-of-the-art facility. Comprising more than 127,000 square feet, the new building will provide the best learning environment for students.

The University of Montana at Culver Park is the flagship institution of the University of Montana system and is nationally and internationally recognized in research and the advancement of public universities. Callings are emerging as one of the country's premier graduate education and research. The University enrolls approximately 33,000 students, including 3,000 graduate and 3,000 doctoral students.

Applicants should submit letter of application, résumé, the names of three references, and salary requirements to:

Mark Wellman, Director MBA/MS Programs
College of Business and Management
University of Maryland
College Park, MD 20742

The University of Maryland is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

EASTERN MONTANA COLLEGE

Billings, Montana

CURRICULUM RESOURCE/EDUCATION LIBRARIAN AP/AAP Tenure Track

The Library at Eastern Montana College is seeking a dynamic and energetic individual to integrate the Curriculum Resource Center into the Library. This team-track position will involve teaching, research, consultation for faculty, educational leadership skills and the ability to work closely with faculty and staff to continue to develop the curriculum. An appropriate terminal degree is required for tenure track positions. Rank and salary will be determined by the candidate's qualifications and experience.

The Eastern Montana College Library is rapidly becoming an automated environment, with library resource sharing and computers as major components.

It is important that the candidate demonstrate a commitment to your professional goal to design and implement an efficient and modern curriculum resource center.

Librarians will have the responsibility of operating the Curriculum Resource Center as part of the Eastern Montana College Library. The current Center is to be expanded to include a computerized cataloging system, and the Student Union will plan and develop both the collection and service needs of the Center.

The successful candidate will be expected to teach courses in Educational Technology and Media, Telecom and Information Systems, and to serve as a liaison to the faculty and staff of the College.

For a detailed vacancy announcement describing responsibilities, qualifications in Education, Office of Employment Services, contact the Eastern Montana College Human Resources Department, Box 1000, Billings, MT 59103, (406) 657-2378.

EASTERN MONTANA COLLEGE IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

Qualified minors and minorities are encouraged to apply.

Director Counseling / University Division

The University of Nebraska at Omaha is seeking an individual to be the Counseling Center Director. Under the direction of the Vice President for Student Affairs, the Director is responsible for the overall administration and supervision of the Counseling Center. Duties include: recruitment and retention of qualified personnel; training, monitoring, supervising, and evaluating the performance of staff; establishing and maintaining standards for two student service program administrators, and clinical support; assessing professional growth of staff; establishing and supervising graduate counseling interns; assisting students with disabilities; supervising graduate psychology interns; and conducting research in areas such as: developmental psychology, or a closely related area and three years' experience in graduate licensure as a psychologist. This is a full-time regular appointment.

Qualifications include three years of professional experience in a research library working with books, manuscripts or special collections. Master's degree in Library Science from an ALA-accredited program highly desirable; advanced degree or significant advanced coursework/research in an appropriate subject area.

Salary: \$17,26 - \$23,41 per hour (approx. \$35,489,630 annual), plus excellent fringe benefits.

Submit resume and letter of interest to Ms. John

Vin-Astline, Personnel Officer, Library of Michigan,

P.O. Box 30007, 717 West Allegan St., Lansing, MI 48909 by August 14, 1992.

Equal Opportunity/Access Employer.

Social Scientist, Urban Research

The Social Science Research Council invites applications and nominations for one or two professional postdoctoral positions whose responsibilities will be to develop and administer a program in urban research. Applications must be received by June 1, 1992. A Ph.D. in a relevant field, substantial interest in inequality, poverty, and intersectoral issues, comparative international research interests, and/or research and policy analysis are required.

Duties would include: establishing and maintaining relationships with individual scholars, academic institutions, foundations, and other organizations; writing proposals; presenting seminars, workshops, and conferences; and overseeing fellowship and grants committees.

Involvement with significant experience in teaching, research, program implementation, and administration is also required to apply. The Council strongly encourages minority candidates to apply.

Provisions are made to encourage minority candidates to continue their professional development while at the Council.

The Council hopes to fill this position early in 1993, and no later than the end of October 1992.

Candidates should submit a letter of application, an outline, vita, sample of written or published work, and names of three professional references. Nominations and application materials should be addressed to:

Urban Research
Social Science Research Council
605 Third Avenue
New York, NY 10016

The Social Science Research Council is an Equal Opportunity Employer.

Instructional Technologists: The Center for Teaching and Learning, a department unit for the University of Tennessee at Chattanooga, invites applications for the position of Instructional Technologist. The Instructional Technologist will be responsible for providing instructional support for the University's instructional media and learning resources and activities; coordinate the research and development of instructional media; develop applications in a variety of delivery systems; and serve as a resource person for faculty, students, and staff. Master's degree in instructional design and technology, educational media, or related field; 3 years' experience as an instructor, producer, and director of instructional media; and 2 years' experience in instructional media development.

Instructional Technologists are expected to be creative, resourceful, and imaginative. Salary negotiations will be conducted with individuals who have demonstrated superior performance.

Applications should be submitted to: Dr. James R. Johnson, Department of Instructional Technologists, University of Tennessee at Chattanooga, 3500 Bowles Hill Road, Chattanooga, TN 37403. Women and minorities are encouraged to apply. Send letter of application, vita, sample of written or published work, and names of three professional references to: Dr. James R. Johnson, Department of Instructional Technologists, University of Tennessee at Chattanooga, 3500 Bowles Hill Road, Chattanooga, TN 37403.

EOE/AA/Disability/Veterans Preferred.



Western State College of Colorado, Gunnison, Colorado 82301

DIRECTOR OF PHYSICAL PLANT

Western State College of Colorado, a public college of the liberal arts and sciences with approximately 2,500 students, is located in a mountain community of 6,000, two hours west of Denver. The Director of Physical Plant is responsible for a physical plant consisting of 45 buildings, one million square feet, 152 acres of land, a 200-acre reservoir, and a 2,000-acre mountain. Responsible for the renovation and construction of buildings, equipment, and grounds; development, planning, coordination, and supervision of all phases of the Physical Plant. The Director reports to the Vice President for Administrative Services. The following staff and program areas report to the Director:

- Housekeeping Services
- Grounds Department
- Safety and Security
- Maintenance, General, plumbing, HVAC, carpentry
- Boiler Plant Operation
- Fleet Vehicle Maintenance

CONFIDENTIAL:

Education—Certified Architect or Registered Engineer, preferred. Experience—Demonstrated experience in the construction and management of institutional facilities, including ability to supervise contractors, including repair and maintenance work, preparation of budget, preparation and execution, supervision of building and mechanical systems.

Management—Leadership, planning and communication skills.

Safety and health competitive. Non-smokers are invited. Send applications including letter of interest, philosophy statement of the role of the Physical Plant in an undergraduate educational institution, resume, three professional references, and the names, addresses and telephone numbers of three recent references, none of whom will be contacted without permission of the candidate. Send applications to: Dr. James E. Clegg, Vice President of Administrative Services, 205 Teller Hall, Western State College, Gunnison, Colorado 82301. Applications and non-smokers are invited. Non-smokers are invited. The successful candidate is expected to assume the office as soon as possible, but no later than November 1, 1992.

Western State College is an Affirmative Action, Equal Opportunity Employer. The College strongly encourages the application of women and minorities.

**PRALIE STATE COLLEGE**

Prairie State College, a comprehensive community college in south suburban Chicago, invites applications for the following full-time administrative positions:

DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING

Reporting to the Executive Director of Institutional Development, the administrator will be responsible for the development and analysis of institutional research, analytical studies and institutional planning-related materials. Minimum qualifications: Master's degree in social science, education, or related field; experience in the use of computers and software packages for administrative research applications including research design, statistical analysis, system design and data base management; ability to analyze and interpret research results; knowledge of methodology and demonstrated ability to collect, report, and interpret demographic, quantitative, and archival information.

Other requirements: minimum of five years experience in research methodology and demonstrated ability to collect, report, and interpret demographic, quantitative, and archival information.

Physical Plant: \$29,573-\$33,170 depending on qualifications.

COORDINATOR OF FINANCIAL AID, VETERANS AFFAIRS

Reporting to the Director of Campus and Student Life, the administrator will manage daily office operations, counseling students and parents, interpreting federal and state laws, directing study programs, supervising financial aid, and assisting students in obtaining available scholarships and providing direction for job placement. Minimum qualifications: Bachelor's degree in business, public administration, accounting, or related field; experience in financial aid, student loan programs and funding sources, including veterans. Excellent communication skills and computer literate with "hands on" experience.

Other requirements: minimum of five years experience in financial aid, software, working knowledge of job placement functions and financial software.

Interscholarships: \$29,573-\$33,170 depending on qualifications.



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THE AMERICAN UNIVERSITY MAJOR GIFTS OFFICER

The American University, a major multi-disciplinary university of the nation's capital, seeks an experienced entrepreneurial, goal-oriented, energetic and team-oriented professional who can make a significant commitment to the University's Centennial Campaign.

The senior development officer will work with higher education professionals and university officials, as well as independently, to secure individual gifts in the range of \$25,000-\$1,000,000.

A BA and 5 years
of experience in sales, preferably in education, is required. A successful track record in direct sales is required.

Send resume to: Mr. James G. Kunkel, President,
The Waynedrop Group, Inc.,
323 Boston Post Road, Suite
3C, Sudbury, MA 01776.
An EEO/A University.

COLLEGE PRESIDENT

The Board of Trustees of the University Community of Ogdensburg, NY invites applications for the Presidency at the University.

MCC, a fully accredited two-year college with a student body of 3,134 undergraduate and graduate students, is located in a rural community of 10,000 people and half of 60,000. The College is a member of the State University of New York Community College System, and serves 11 counties in northern New York State and surrounding counties. The school offers a certificate, academic, technical, vocational, and adult education programs.

It is initiating a one-year college program.

Candidates should have demonstrated:

• educational leadership qualities,

and specific experience in:

• financial management,

• personnel management,

and other community involvement.

Elected State's degree is required from an accredited institution in the field of education.

The salary will be based on the State's scale.

MCC is an Affirmative Action, Equal Opportunity Institution.

Applications should be accepted until the position is filled.

For screening committee materials in the fall of 1992, nominations are especially encouraged prior to October 1, 1992.

For application forms, additional information, write:

Dr. Robert Iron, Secretary

Prestigious Search Committee

Troy, New York 12180

Telephone: 1-800-431-2603

Salary commensurate with qualifications and experience and the Board of Regents executive salary structure. The position is available beginning January 1, 1993.

Applications should include:

(1) a narrative letter indicating how the individual's ability and experience relate specifically to the listed job responsibilities and qualifications; (2) a detailed professional resume and; (3) three names, current addresses, and telephone numbers of at least five references who can attest to the applicant's professional qualifications for the chancellorship. Nominations will be accepted until September 1, 1992 and completed applications will be reviewed starting October 2, 1992. Nominations and applications should be sent to:

CHANCELLOR The University of Wisconsin Extension

The University of Wisconsin System (UWS) seeks qualified applicants for the position of UWEX, two doctoral universities, eleven comprehensive universities, and thirteen freshman/sophomore centers. The chancellor of each system institution reports through the UWS president to the Board of Regents.

UWEX is charged with the responsibility for statewide program leadership, coordination, funding, and accountability for the extension function of all 26 UW campuses and 77 Wisconsin communities. The extension responsibility is organized among three UWEX divisions: Cooperative Extension, Continuing Education Extension, and Extension Communications. Cooperative Extension faculty, based in each WES campus, respond to the needs of communities, families, farmers, agribusinesses, and government. Continuing Education professionals, business and industry, and the general public. Small Business Development Center (SBDC) counselors help individuals start new business and expand those already in operation. The Extension Communications Division provides educational, informational, and cultural programming throughout the state via the statewide public radio and television networks, as well as in the development and application of innovative instructional delivery systems and technologies.

Major administrative responsibilities include: developing and maintaining an effective system of communication with the programs of the other UW institutions; developing and maintaining budgets and personnel for UWEX; working with system chancellors through the annual and biennial budget process; and advocating for, and representing, of the extension function within the UW System.

Understanding and strong support from county, state, and federal government officials are essential for developing strong external relationships with, and support of, policy and decision making a business, industry, labor, environmental and other public and private sector organizations.

Working effectively with the faculty and academic staff governance groups; strategic planning, policy development, and coordination associated with the extension function; communication with faculty, staff, clientele, and the UW institutions; ensuring the availability, and cost effectiveness of a variety of program delivery methods, technologies, media and auxiliary services; and responsibility for developing and managing diversity in faculty, staff, and programming to respond effectively to the needs of underserved groups.

Qualifications include: appropriate academic credentials and experience in teaching, scholarship, and/or administrative leadership; demonstrating appreciation of and commitment to scholarly values and activities—a terminal degree is preferred; significant and successful six-year management experience directly related to public higher education—experience at a baccalaureate level is desirable; knowledge of, and commitment to, the historic and contemporary mission of extension education and their relationships to local officials, state legislators and executive officers of national and federal entities; and demonstrated understanding of the educational needs of culturally diverse, and professionally diverse clientele; good working knowledge of, and commitment to, a wide variety of program delivery methods, including broadcasting and other instructional telecommunications technologies; volunteer leadership; independent study, workshops, counseling, and demonstrations; and evidence of commitment to equal opportunity/affirmative action goals in staffing and programming.

Applicants also must possess: exceptional oral, written, analytical, strategic planning, visioning, and interpersonal skills; intellectual and physical vigor; the ability to effectively communicate the extension mission to diverse statewide constituencies; and the requisite organizational, political, and public relations skills to succeed effectively in a comprehensive, multi-level stacked system of public higher education.

Salary commensurate with qualifications and experience and the Board of Regents executive salary structure. The position is available beginning January 1, 1993.

Applications should include: (1) a narrative letter indicating how the individual's ability and experience relate specifically to the listed job responsibilities and qualifications; (2) a detailed professional resume and; (3) three names, current addresses, and telephone numbers of at least five references who can attest to the applicant's professional qualifications for the chancellorship. Nominations will be accepted until September 1, 1992 and completed applications will be reviewed starting October 2, 1992. Nominations and applications should be sent to:

Chancellor's Search & Screen Committee
c/o Secretary of the Faculty and Academic Staff
503 Extension Building, 412 North Lake Street
Madison, Wisconsin 53706

The University of Wisconsin System is an Equal Opportunity/Affirmative Action Employer.

Special Education: Full-time faculty position in special education. Position requires an advanced degree in special education, curriculum and instruction, and experience dealing with children with special needs. Duties include: teaching, research, and supervision in the field and higher education experiences to the students and faculty. Send resume by August 17, 1992. Send letter of application, vita, transcripts, and three letters of recommendation to: Dr. John C. Coughlin, Chair, Department of Special Education, Murray State University, P.O. Box 11700, Murray, Kentucky 42071.

Teaching Assistant: One-year appointment to teach independent study courses in non-major subjects. Duties to teach one course per week, teach independent study courses, and provide guidance to students in the area of selected research. Send letter of application, vita, transcripts, and three letters of recommendation to: Dr. John C. Coughlin, Chair, Department of Special Education, Murray State University, P.O. Box 11700, Murray, Kentucky 42071.

Student Athlete Assistant Director: responsible for supporting and directing student athletes in their academic and athletic careers. Serves as member of Student Athlete Support Team. Send resume by August 1, 1992. Send letter of application, vita, transcripts, and three letters of recommendation to: Dr. John C. Coughlin, Chair, Department of Special Education, Murray State University, P.O. Box 11700, Murray, Kentucky 42071.

Teaching Assistant: Full-time position supervising writing assignments. Duties include: teaching, research, and supervision in the field and higher education experiences to the students and faculty. Send resume by August 17, 1992. Send letter of application, vita, transcripts, and three letters of recommendation to: Dr. John C. Coughlin, Chair, Department of Special Education, Murray State University, P.O. Box 11700, Murray, Kentucky 42071.

Statistical Applied Statistics to perform statistical analyses in the studies and experiments. Duties involve the design and analysis of experiments, the collection and analysis of data, and the preparation of analysis and write reports. Teach basic

statistics to undergraduate and graduate students. Duties include: teaching, research, and supervision in the field and higher education experiences to the students and faculty. Send resume by August 17, 1992. Send letter of application, vita, transcripts, and three letters of recommendation to: Dr. John C. Coughlin, Chair, Department of Special Education, Murray State University, P.O. Box 11700, Murray, Kentucky 42071.

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Teaching Assistant: Full

End Paper

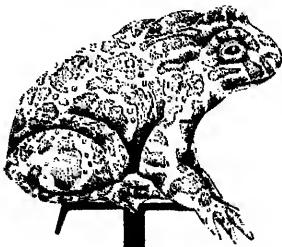
Toads That Take



Flying Leaps Always



Land on Their Feet



WO YEARS AGO, while cutting the grass in my backyard with a power mower, I happened to run over a toad. By the time my fingers found the switch, the blades of the mower had sliced the animal badly. I do not regard myself as a sentimental person, but I was troubled as I bent down to examine it. It wasn't just that I had unwittingly killed a ally against the hordes of mosquitoes, gnats, and flies that plague our summers. It was mostly the rush of blood that affected me, makin it dramatically clear that what at first glance looked to be a clod of earth was actually a living being, unlike the cold, formidably-filled frogs we had dissected in high school biology class.

Then in the backyard, I picked the toad up carefully and carried him to the shade of a nearby lilac bush. He was still alive, but did not move. No doubt by this time he was incapable of moving, yet it seemed to me rather that he chose not to move; indeed, it seemed to have a real dignity. When I had finished the mowing and returned to the lilac bush, I found the toad—as I had expected—dead, just in the spot where I had set him down.

It was one of those odd coincidences—or perhaps what Jungians would call one of those synchronistic events—that within a few weeks of the incident with the mower I came across a poem, "The Death of a Toad," by Richard Wilbur describing an experience very similar to mine.

The poem expresses very well both the sense of the toad's dignity that had so impressed me, and its essential earthiness. But what most delighted me was the poet's image of a lush prehistoric green world over which the toad presides; our neat suburban lawns appear as a diminished and tame setting for this visiting monarch from an earlier, grander, more vital world.

In that moment, Wilbur's poem turned me into a confirmed bipedophile.

The text above is by Robert DeGraff, a professor of Victorian literature at St. Lawrence University. It is excerpted from The Book of the Toad: A Natural and Magical History of Toad-Human Relations. The book is published by the Park Street Press.

Another strategy that may help black colleges is recruiting white students. Allen N. Whiting, author of *Guardians of the Flame: Historically Black Colleges Yesterday, Today, and Tomorrow*, says legislators are much more likely to support black colleges that have significant enrollment of white students.

Mr. Whiting, who was president of North Carolina Central for 17 years before retiring in 1983, says legislators were constantly trying to close that institution's law school—until white students started to enroll. "Once I had a white presence, I had no trouble getting appropriations."

Geography may play a role in determining which black colleges can attract white students. William A. Blakey, a Washington lobbyist who represents many black institutions, notes that many of the black colleges that have been most successful in attracting white students—Bowie State

Government & Politics

legis. from a two-year to a four-year institu-

tion will hit Fort Valley State College. Likewise, black college leaders say that the failure of states to offer more graduate and professional programs at institutions like Albany State College and Jackson State University is designed to limit their growth. One public black-college president, who asked not to be identified, says his leaders want black colleges "to shoulder all the burden" of educating

"any kind of indication of mismanagement or failure to develop and maintain a good institution will give people reasons for doing what they wanted to do in the first place."

poor prepared black students, without giving black colleges any of the prestigious grants that would attract corporate supporters and top-notch students of all races.

"I still not sure most state leaders understand what our colleges can do," the president adds.

Seniors Less Vulnerable

In evaluating which public black colleges may be most vulnerable right now—based on both the Supreme Court decision and other factors—several variables come into play.

L. A. Torrence, executive assistant to the chancellor at the University of Arkansas at Pine Bluff, says the fact that Pine Bluff is part of a university system and is only a public black college in the state makes it less vulnerable than some other colleges.

That view, says President Julius W. Keny, Jr., is similarly protected by being part of the Texas A&M University System.

The relative strength of black legislators is unexpected to be a factor that will help some public black institutions. Howard W. Rawlings, chairman of the Maryland Legislative Black Caucus and vice-chairman of the House of Delegates Appropriations Committee, says black lawmakers have very clearly defined to their colleagues' the priority they place on black colleges.

White Students Recruited

Auburn State Sen. Earl Hilliard says the goal of black legislators is to see black colleges truly excel. "We have to make sure they grow horizontally and vertically, but they grow financially, in every respect that white universities grow," he says.

Another strategy that may help black colleges is recruiting white students. Allen N. Whiting, author of *Guardians of the Flame: Historically Black Colleges Yesterday, Today, and Tomorrow*, says legislators are much more likely to support black colleges that have significant enrollment of white students.

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"We don't have any interest in denying access to any group of people, but the founding mission was to provide educational opportunities to black people," he says. "I have an interest in all white students who wish to come, but their presence in no way validates the quality of this institution."

With a long-term president, he says,

"you build up political chits, you know

WASHINGTON ALMANAC

In Federal Agencies

Energy research. The Energy Department has proposed rules that amend existing regulations governing the Office of Energy Research's Unocal Assessment Program, which gives awards for energy research and education programs. Comments are due by August 7. (*Federal Register*, July 8, Pages 30,171-3).

Pell Grants. The Education Department has issued final rules that allow the government to waive the obligation to the Persimmon Fund to waive the special conditions category in the calculation of amount of Pell Grants. (*Federal Register*, June 25, Pages 28,564-69).

Student aid. The Education Department has issued final rules that expand the definition of eligible for Pell Grants to include postsecondary students receiving grants under the American Education Act. (*Federal Register*, June 25, Pages 28,564-69).

Unrelated business income tax. The bill would impose a minimum tax on applying the unrelated business tax on sponsorship payments received by tax-exempt organizations to support public events. By Representative Chandler (R-Wash.) and six others.

to help youths finish high school and attend college. By Representatives Weber (R-Minn.) and Penny (D-N.J.).

Science Foundation. HR 5344 would authorize the National Science Foundation to accelerate the development of the National Research Council's National Network. By Representative Boucher (D-Vt.) and nine others.

Discretionary, HR 5344. By Representative Boucher (D-Vt.) and nine others.

Science, Space, Energy, and Technology. The bill would require the independent science agencies with the research branch of the Department of Energy, USRA, and the National Science Foundation to work together.

Unrelated business income tax. The bill would impose a minimum tax on applying the unrelated business tax on sponsorship payments received by tax-exempt organizations to support public events. By Representative Chandler (R-Wash.) and six others.

Senate

Biomedical research. S 289 is the equivalent of HR 545. By Senator Kennedy (D-Mass.) and three others.

Black colleges. S 2849 would require the designation of at least five historically black colleges and universities as centers for federally supported research and development so that the institutions would receive grants. By Senator Mikulecki (D-Md.).

Health research. S 290 would amend the Public Health Service Act to authorize the expansion of research into traumatic brain injury, treatment of patients with severe mental illnesses, and prevention of such injuries. By Senators Kennedy (D-Mass.) and Inouye (D-Hawaii).

Environmental science. S 289 would authorize the Environmental Protection Agency to enter into research and development programs for military workers who are losing their jobs because of cuts in defense spending. By Representative Scheuer (D-N.Y.) and 14 others.

Job training. S 310 would authorize \$2-billion in payments in states to education, job training, and retraining programs to help military workers who are losing their jobs because of cuts in defense spending. By Representative Perkins (D-Ky.).

Native Americans. S 3351 would amend the Public Health Service Act to renourish the National Institutes of Health and its Indian Health Service. The measure would cost \$1 billion in one year. If President Bush's plan to prevent Indians from working, it would not work. By Representative Waxman (D-Cal.) and 42 others.

National Archives. S 3356 would reauthorize the National Archives and Records Administration. By Representatives Vito (D-N.Y.) and Cuyler (D-Mich.).

Scholarships program. S 331 would multiply the number of established local and privately-operated groups to solicit donations for scholarships.

Federal data base. S 281 would authorize the Government Printing Office to establish an electronic network to improve public access to federal data bases and allow instant on-line access to the *Congressional Record* and the *Federal Register*. By Senator Gore (D-Tenn.) and 10 others.

Future Rests With Governing Boards

Mr. Blakey, the Washington lobbyist, says that a big part of the responsibility for the future of black colleges will rest with the governing boards. He urges those boards to seek out presidents who will stay in their jobs for a long time. He notes that many of the recent controversies have taken place at black colleges with rapid turnover in top positions.

"If the question is going to be a political question, black colleges have got to face the reality and deal with it politically," he says.

Some presidents stress that black colleges should not have to attract white students to make the institutions more acceptable to legislators. William H. Harris, president of Texas Southern University, notes that every college or university is dominated by some ethnic group.

Geography may play a role in determining which black colleges can attract white students. William A. Blakey, a Washington lobbyist who represents many black institutions, notes that many of the black colleges that have been most successful in attracting white students—Bowie State

who to see, and you are less likely to walk on a land mine."

Mr. Torrence of Pine Bluff says that black colleges themselves can determine their success. Whether it is fair or not, he says, college officials must realize that they will be closely scrutinized and that "any kind of indication of mismanagement will give people reasons for doing what they wanted to do in the first place."

Others say black colleges must focus more on setting ambitious goals. Says Rickey Hill, chairman of the political-science department at South Carolina State University: "Black colleges have been defined historically by a paternalism that has said that the schools don't need the best equipment or high-quality faculty."

Too many administrators, he says, have acquiesced in that view and allowed an "acceptable level of mediocrity" to exist at the institutions, leaving them hamstrung by a lack of vision.

"We have to look at what sort of niche we want to have, and how we see ourselves in the future," Mr. Hill says. "The difference has to be in the leadership."

Federal Support for Colleges and Universities, Fiscal Year 1990

Support by Agency

Agency	Total		Science and engineering research and development	Proportion
	Amount	Proportion		
Department of Agriculture	\$769,783,000	5.1%	\$349,121,000	3.9%
Department of Commerce	115,648,000	0.8	97,451,000	1.1
Department of Defense	3,342,190,000	8.8	1,196,978,000	13.3
Department of Education	4,658,709,000	30.6	71,301,000	0.8
Department of Energy	572,562,000	3.8	52,378,000	5.7
Environmental Protection Agency	93,622,000	0.6	87,304,000	1.0
Department of Health and Human Services	5,508,001,000	38.2	4,774,514,000	52.9
Department of Housing and Urban Development	115,000	—	100,000	—
Department of the Interior	74,578,000	0.5	57,755,000	0.6
Agency for International Development	47,389,000	0.3	47,389,000	0.5
Department of Labor	11,293,000	—	8,838,000	0.1
National Aeronautics and Space Administration	511,250,000	3.4	470,748,000	5.2
National Science Foundation	1,445,079,000	9.5	4,304,613,000	14.4
Nuclear Regulatory Commission	4,628,000	—	4,626,000	—
Department of Transportation	53,738,000	0.4	48,635,000	0.5
Total	\$15,204,665,000	100.0%	\$9,031,047,000	100.0%

The Top 100 Institutions in Federal Support

Research & development*	Total federal support		Research & development*	Total federal support	
	Amount	Rank		Amount	Rank
Johns Hopkins U.	\$47,036,000	1	\$815,048,000	\$1,728,000	1
Stanford U.	247,982,000	2	2,201,000	1,277,000	2
U of Washington	217,291,000	4	283,029,000	827,000	4
Massachusetts Inst. of Technology	218,318,000	8	247,055,000	853,000	5
U of Michigan	210,453,000	10	210,453,000	81,000	6
U of California, Los Angeles	178,735,000	12	202,000	1,721,000	7
Cornell U.	144,749,000	12	188,481,000	8,000	8
Harvard U.	155,451,000	12	188,578,000	8,000	9
U of California, San Francisco	185,226,000	17	185,226,000	57	10
Pennsylvania State U	136,754,000	19	184,033,000	10	11
U of California, San Diego	185,224,000	8	184,033,000	10	12
U of Wisconsin, Madison	155,178,000	9	183,443,000	13	13
Columbus U., Main Division	181,171,000	10	181,694,000	14	14
Harvard U.	146,055,000	11	176,326,000	15	15
U of Pennsylvania	145,509,000	13	169,826,000	16	16
Yale U.	142,447,000	14	164,144,000	17	17
U of California, Berkeley	123,933,000	17	161,188,000	18	18
U of Colorado	114,262,000	18	146,345,000	19	19
Washington U.	117,807,000	21	142,413,000	20	20
U of Michigan, Ann Arbor	118,309,000	21	131,020,000	21	21
U of Michigan, Chapel Hill	104,153,000	25	123,986,000	24	24
U of Illinois, Urbana-Champaign	109,742,000	28	121,378,000	25	25
U of Minnesota	102,483,000	27	116,415,000	26	26
U of Arizona	92,224,000	28	116,317,000	27	27
U of Texas, Austin	92,441,000	29	117,000,000	28	28
Ohio State U.	80,401,000	29	109,269,000	30	29
U of Iowa	61,435,000	44	101,284,000	31	30
New York U.	78,745,000	30	93,961,000	32	31
Michigan State U.	56,619,000	48	90,711,000	33	32
Louisiana State U.	63,187,000	43	90,618,000	34	33
Georgia Institute of Technology	40,000,000	73	85,406,000	35	34
U of Alabama, Birmingham	74,520,000	52	85,406,000	36	35
U of Massachusetts	66,811,000	39	87,601,000	37	36
U of Colorado, Boulder	68,952,000	37	84,983,000	38	37
U of Maryland, College Park	64,723,000	49	84,222,000	39	38
Case Western Reserve U.	70,586,000	38	82,839,000	40	39
Texas A&M U.	47,100,000	40	82,786,000	41	40
U of Utah	65,250,000	40	82,986,000	42	41
U of Miami	63,707,000	42	79,896,000	43	42
Brown College of Management	72,250,000	33	76,235,000	47	43
California Inst. of Technology	69,000,000	44	76,187,000	46	44
Northwestern U.	61,100,000	46	76,000,000	45	45
Yeshiva U.	59,380,000	47	76,650,000	47	46
U of Tennessee	67,380,000	38	76,080,000	51	47
U of Virginia	44,769,000	48	73,989,000	52	48
U of Kentucky	60,798,000	49	72,701,000	53	49
Rutgers U.	26,000,000	87	70,451,000	54	50
Total, 100 institutions	\$7,479,845,000		\$8,121,864,000		
Total, all institutions	\$8,031,047,000		\$15,204,665,000		

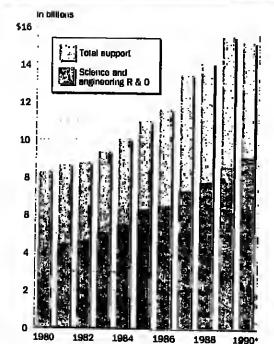
* The figure covers only science and engineering, and includes research-and-development support for such areas as arts and humanities.

† Howard U. and Gatedot U. receive matching funds from Congress for their general operating expenses.

Note: The amounts shown are federal obligations, which are funds for contracts, awards, and other transactions in a given period, regardless of when the funds were obligated or when they will be spent. The figures represent all categories of direct support to colleges and universities. They exclude federal support to students in form of grants-in-aid, loans, and subsidies, such as Pell Grants and Supplemental Educational Opportunity Grants. The figures exclude funds obligated to federally funded research-and-development centers maintained by higher-education institutions.

SOURCES: National Science Foundation.

Trends in Support



Government & Politics

STATE NOTES

S.C. system chief proposes independence for 3 campuses

Maryland won't appeal decision on minority scholarships

Maine sidesteps application fees on student loans

which will begin offering student loans this year.

The authority has cut its application fee from 3 per cent of the loan amount to 2 per cent, said Charles A. Mercer, authority spokesman. The credit union's application fee will be 1 per cent.

Application fees generate about \$1.3-million for the authority and help subsidize other aid programs, including the Maine Grant Program.

"We have decided that it's in our interest to be as competitive as we can, recognizing that the survival of all our programs is at stake," said Mr. Mercer. That will mean cutting expenses "to the absolute minimum necessary" and heightening collection efforts.

The Finance Authority of Maine has cut its student-loan application fees to be more competitive with the Maine State Employees Credit Union,

said, eventually will force taxpayers "to cough up more money for those programs."

Gov. John R. McKernan, some state lawmakers, and Mr. Mercer also criticized the credit union for picking the Great Lakes Higher Education Corporation, in Madison, Wis., to administer the loans.

Gaston C. Lepesance, president of the credit union—the state's largest—said his credit union was not being disloyal to the state, but was merely taking advantage of a better deal from Great Lakes.

"We try to keep Maine money in Maine, but there are certain things that have to be done by outsiders," Mr. Lepesance said. "This was purely a business decision."

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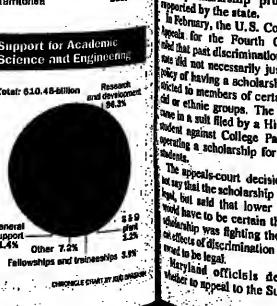
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Aetna Life Insurance and Annuity Company



Colleges Are Left Guessing as California Struggles to Adopt a Budget

By KIT LIVELY

Political gridlock left California without a budget as it started its fiscal year this month, forcing the state to pay bills with IOU's and leaving colleges guessing about the money they will receive for the next academic year.

Last week, students were paying tuition bills without knowing what the final charges will be. Four campuses announced enrollment restrictions to offset expected cuts.

"It is difficult to proceed in any definitive direction when we do not have a budget. All options are on the table," said Michael J. Alva, spokesman for the nine-campus University of California system.

California was one of four states that began their fiscal years without a budget. In Florida, legislators passed a budget July 1, while Massachusetts and Rhode Island ex-

pect final action soon. Both states have appropriated money to pay expenses until a budget is signed. California, however, had no cash to tide it over. Instead it ended its year with a deficit of more than \$4 billion.

Months of Sparring

Where to make those cuts is the question that had Republican Gov. Pete Wilson and Democratic-controlled Assembly sparing through the spring and summer. Observers said a true—and a budget—might not come for weeks.

The uncertainty left higher-education officials unable to answer such basic questions as how much to charge for tuition for the fall term, how many classes to offer all year, and how employees will be paid on July 31, the next payday. Frustration, incredulity, and worry

surfaced in people's descriptions of the situation. Said Ann Reed, spokeswoman for the California Community Colleges: "Everything circles around the budget, and when the budget gets jammed everything goes into limbo."

She said community-college students registering for the fall term paid the 1991-92 tuition rate, although the Legislature is expected eventually to raise fees. If that happens, students will have to be billed again. California State University campuses that pre-register students face the same possibility.

Then there's the question of paychecks. College employees haven't had a payday since the state started issuing them to pay some state employees and cover other debts. Even spokesmen for the state's financial agencies aren't sure what will happen if a budget has not been adopted by the next pay day.

One can imagine how many students aren't going to be able to get into the universities?" asked a professional employee at San Francisco State University who asked that her name not be used. "I have two sons attending this university. I don't know how this is going to hurt them. As a mother and employee, I am completely unequalled in what is going on."

One example of reduced access came when four campuses in the

campus chapter of the California Faculty Association.

"The short effect is having no money to keep yourself and your family eating and sleeping and paying bills," he said.

Beyond that, he said he abhorred

the possibility that tenured and tenure-track faculty members could be laid off, as has been proposed in his campus and others in the California State system.

Quality and Access

Many people echoed his concern that the fiscal problems would erode student access and start hurting academic quality—two historically treasured hallmarks of California's public-college system, which educate one of every nine American college students.

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One example of reduced access came when four campuses in the

California State system last week that they would not accept applications for the spring term, the 1992-93 academic year, over-enrolling when departmental cuts are likely.

Schools Versus Universities

A key point is the salary proposal by Governor Wilson to cut public-school and community-college allocations by \$2 billion, including universities, prisons and health and social services.

The proposal points to differences in legal protection given different levels of public institutions.

The state Constitution protects money for public school and community colleges, but not universities—unless the Governor and Legislature agree to change the provision. That legislation is less of a problem for the University of California, which has less than 40 per cent of its budget from the state, than for the California State system, which relies on the state for almost all its operating budget.

Ms. Reed of the community-college system said the situation "is like a family of 12 when they're going to buy one pork chop at the store; there are going to be disagreements."

Some professors have objected

to a budget after someone else got a raise.

Many of the presidents are banking on that possibility.

"The budget is done, and we have zero," said Leonard M. Feldstein, president of Philadelphia College of Osteopathic Medicine, which received \$3.6 million from the state in 1991-92. "600 jobs to be eliminated."

Officials at the University of Pennsylvania, officials say that the loss of the state appropriation, which in 1991-92 was \$37.6 million, will force the college to lay off employees, scale back academic programs, and reduce the amount of health care provided by the medical schools in local clinics.

The argument didn't sway the mostly Democratic House of Representatives, although there was

quite frankly," said John Taylor, a spokesman for Mr. Casy. "It's just that the Governor came to that conclusion long before the legislature did."

Private-college presidents argued that eliminating the aid would hurt the state by forcing the colleges to lay off employees, scale back academic programs, and reduce the amount of health care provided by the medical schools in local clinics.

"I don't think any of us expected to be hit so hard," said John F. Chrestay, assistant vice-president for government relations at Hofmann University, which received \$6.4 million from the state last year.

Drexel University received \$5.8 million from the state last year. Without it, President Richard D. Brodin said the university must freeze hiring and take other steps to save money. But he said tuition would not be raised to help offset the loss.

Legislators Not Swayed

Pennsylvania is one of several states that have traditionally provided aid to private colleges. But earlier this year, Gov. Robert P. Casey, a Democrat, said the state's limited resources should be spent on public institutions.

"There weren't many options,

support for private-college aid in the Senate and among Republicans in the House. Some campus administrators said their lack of support from Philadelphia lawmakers and a recent report by the Legislative Black Caucus, which blasted public and private colleges for providing too few opportunities for black students, had hurt the college's cause.

There is a chance that legislators could find additional money for private colleges in September, when they consider a supplemental budget bill.

Mr. Brodin of Drexel said he believed legislators simply "ran out of time" in their negotiations.

"I believe there's a keen desire

Business & Philanthropy

July 15, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A27

N.J. Public College Gets \$100-Million and a New Name

Gift to Glassboro State is among largest ever to an institution

By GOLDIE BLUMENSTYK

Glassboro State College will soon be \$100-million richer, thanks to the generosity of a New Jersey businessman who said he had chosen the institution because he respected its management and believed in its promise. And because college officials asked him for money.

"I didn't seek out Glassboro. They sought out me," said Henry M. Rowan, who along with his wife, Betty L. Rowan, is making the gift.

"I'm not a great philanthropist," Mr. Rowan said in an interview last week, after announcing the gift. "We just made some money working hard, and I'd like to see it do some good in the world."

The gift, made up of cash and stock in his companies, will be added to the college's endowment, raising its worth considerably from its current value of about \$300,000.

Engineering School to Be Added

At Mr. Rowan's request, the college initially will use the income from the endowment to create an engineering school and to provide scholarships to the children of the employees of his company, Inductotherm Industries.

The company, which he and his wife founded in New Jersey in 1954 and now also has operations in 15 other countries, manufactures induction furnaces used to develop industrial metals.

The college's board of trustees has also voted to change the name of the institution to Rowan College of New Jersey, effective July 1, subject to state approval.

The gift is the second—or third-largest gift ever made to a college, depending on how other gifts are valued.

Mr. Rowan has no formal ties to Glassboro. He attended Williams College but World War II interrupted his studies. He became a military pilot, and after the war completed his undergraduate education in electrical engineering at the Massachusetts Institute of Technology.

Glassboro officials said they had first approached him in 1990.

Creating Something New

College officials told Mr. Rowan that for \$10-million, they would name a new library after him, said the president, Herman D. James. They later discussed a gift of \$20- to \$30-million for the business school. When college officials learned Mr. Rowan was considering a \$100-million gift, they offered to rename the college for him.

The donation is the largest the school has ever received from a single individual. Harvard said it would establish an international-law center named after Mr. Lewis and Clark. Lewis had been for a time a Harvard law professor.

Private-college officials fear that if the aid is not restored this fall, they may never see it again.

"I cannot go in good conscious ever be dependent on the state," said Dr. Finkelstein of the Philadelphia College of Osteopathic Medicine. "We cannot be an institution that is held captive to the whims of the legislature."

"I believe there's a keen desire



Henry M. Rowan (right) came to Glassboro State College to announce his \$100-million gift. With him, from left, are New Jersey's Gov. James J. Florio, Glassboro's President Herman D. James, Betty L. Rowan, and Edward D. Goldberg, chancellor of the state's Department of Higher Education.

2 Former Officials of Investment Group With Ties to a Mich. University Charged With Embezzlement

By JULIE L. NICKLIN

Two former top officials of an investment company led to Michigan Technological University were arrested last week and charged with embezzeling more than \$97,000 from the company.

Attorney General Frank J. Kelley charged the former officials of the Ventures Group, a for-profit company, with five counts of embezzlement and two counts of conspiracy.

Ventures, which invests largely in local businesses, is owned by Michigan Tech's Educational Support Institute. Using a portion of its endowment, the university created the institute as a non-profit corporation in 1986 to help manage its gifts.

Critics, including professors and community leaders, have charged that Ventures' two top officials—Edward J. Koepel and Clark Pellegrini—used business deals for personal gain while it was losing money. Mr. Pellegrini, Ventures' former president, said his gift to Glassboro reflected his interest in "creating something new" in southern New Jersey, where his company had its headquarters, and which lacks a public engineering college.

He had high praise for Mr. Rowan but said "it Continued on Following Page"

month. If convicted, each faces a maximum penalty of 10 years in prison and a \$135,000 fine.

Neither Mr. Pellegrini nor Mr. Koepel could be reached for comment. Mr. Pellegrini's lawyer, Harold Z. Garewitz, said his client would be vindicated. Mr. Koepel previously denied any wrongdoing.

New Calls for Disbanding

Michigan Tech's president, Curtis J. Tompkins, declined to comment because the problem did not occur under his administration. He became president of Michigan Tech in September. A statement released by the university said officials were pleased that the organizational structure of Ventures had been deemed legal by the Attorney General. But the charges forced some professors to renew calls for Ventures to be disbanded.

The president of Ventures, Jon D. Marson, said the company was correcting past problems. He said that Ventures has sold some assets to "stabilize its cash flow," and that it was monitoring its operations.

"I would hope the charges don't scare other universities away from doing similar types of projects," he added. "I still believe the concept is an excellent one."

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Network That Started Regent U. Gives It Over \$116-Million

VIRGINIA BEACH, VA. Regent University announced last week that it had received a gift worth more than \$116-million from the Christian Broadcasting Network—the organization that founded the institution in 1977 and had annually subsidized its operations.

David Overson, Regent's president, said that with the gift, the graduate-level institution would no longer have to rely on foundations for financial support. Accrediting agencies have questioned Regent's financial dependence on cash.

The gift, announced by can Chairman Pat Robertson, included cash and a note that can be held from its 1990 sale of The Family Channel to International Family Entertainment Inc. The note is convertible to nine million shares of stock in the parent company, worth nearly \$116-million on June 30, the day the note was transferred to Regent.

N.J. Public College Gets \$100-Million and a New Name

Continued From Preceding Page

was far more exciting and far more fun to start from scratch."

Glenn P. Strehle, vice-president for resource development at MTT, said the institute was not upset that an alumnus had passed it over. Mr. Rowan is "a good friend of ours," he said. "We're certainly delighted he's supporting the college in New Jersey."

Mr. James Glassboro's president, said the college expected to receive at least 25 percent of the gift in cash by this week and the rest "over a few years."

He said the college planned to issue bonds to build the new engineering school and then use money from the endowment's earnings to make the payments and cover the school's operating costs for a few years. He hopes the state will eventually assume those operating costs, allowing Glassboro to develop a school of communications, invite visiting professors, and expand teacher-education programs, for which the college of 9,800 students has long been known.

The Rowans stipulated that the endowment income could not be used to make up the college's budget in the event that its state support is reduced "disproportionately" to other state institutions'.

Although some alumni and faculty members said they had "mixed emotions" about the school's name change, the gift has generated excitement on the campus.

The size of the gift "validates the quality of our institution," said Richard J. Ambacher, professor of communications. He said it had also encouraged other paternal donors, including one eyeing the communications program. The gift is "one of the things that convinced him that he should stay interested," Mr. Ambacher said.

"Until now, Glassboro may have been best known as the site for the 1967 summit between President

Lyndon B. Johnson and Soviet Premier Aleksei N. Kosygin.

Where the Rowan gift ranks in relation to others is somewhat of an issue. Most college fund raisers consider a 1979 gift to Emory University of stock in the Coca-Cola Company worth \$105-million as the largest single gift in higher education. But Louisiana State University claims that a pledge of bonds, company stock, and real estate leases it received in 1981 will be worth \$125-million when it is finally accounted for over 20 years.

Although the college had called the \$100-million the largest gift ever to a public institution, Glassboro's president said the question of ranking didn't concern him. Said Mr. James: "I'm happy to be third."

Rising cash, property, and other assets—should be used on each campus.

Ms. Daniel was the widow of Charles E. Daniel, who in the 1930's founded the Daniel International Corporation, an engineering company. She was an officer there until 1977 when it was sold and became Fluor-Daniel Inc.

'A Better Future for Students'

Mr. Rusur said Ms. Daniel will receive \$12.3-million each. Each of the other 11 colleges will receive up to \$3-million. Ms. Daniel stipulated how the gifts—com-

S.C. Businesswoman Leaves \$57-Million to 14 Colleges

The gift to Furman comes months after it and the Southern Baptist Convention agreed. "We gave up \$1.5-million a year to get our freedom," President John E. Johnson said. "I think we can use this money."

Nearly \$3-million will go to Clemson University, \$1-million to Anderson and Pickens Colleges, and \$750,000 to Coker, Columbia, Canisius, Limestone, and Newberry.

South Carolina, Southwestern, and Davidson Colleges (N.C.) will get \$400,000, respectively.

—RUELL R. ROBERTS



More students would be looking to higher education if more colleges helped raise their sights.

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"Until now, Glassboro may have been best known as the site for the 1967 summit between President

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Students

Note Book



FEWER AND FEWER STUDENTS are completing bachelor's degrees in four years.

Only 53 per cent of the full-time freshmen at 297 institutions graduated within six years, according to a survey by the National Collegiate Athletic Association. While the NCAA has not released campus-by-campus breakdowns, 256 of the 297 institutions provided *The Chronicle* with the data they gave to the association. At 118 of those 256 institutions, fewer than half of the students graduated from the institutions they had entered in 1984 as full-time freshmen.

The data included rates at research institutions, such as the University of Arizona (with a 45-per-cent graduation rate) and Minnesota at Twin Cities (34 per cent). The data also included rates at regional institutions such as Arkansas State University (with a graduation rate of 31 per cent) and Eastern Michigan University (34 per cent).

Higher-education officials at some institutions, including the California State Universities and the University of New Mexico, say it may take 10 years or more for half of their students to complete baccalaureate programs.

Although some college officials say the NCAA survey is not significant, others say it may fuel the growing demands that colleges and universities be more accountable to the legislators and taxpayers who finance their programs.

Meanwhile, students—particularly middle-class students who rely on loans—are becoming increasingly frustrated because every additional year they spend in college increases the amount of debt they incur. Says Jeff Chang, legislative director for the California State Student Association: "You've really got a situation where a student is battling up to graduation. It's easier to turn around and leave the system than it is to stick it out and try to graduate."

The survey included statistics on 534,981 students who enrolled as full-time, first-time freshmen in fall 1984 at the athletic association's Division I institutions. By fall 1990, 53 per cent of them had graduated from the institutions they had entered as freshmen. By rule, the graduation rates were:

- 29 per cent for American Indians.
- 62 per cent for Asians.
- 31 per cent for blacks.
- 40 per cent for Hispanics.
- 56 per cent for whites.

Richard C. Richardson, professor of educational leadership and policy studies at Arizona State University, says that round half of the students who enter college graduate. That number has not changed in this century, he says. What has changed is the length of time it takes to graduate.

Says Eric L. Dey, associate director of the Higher Education Research Institute at the University of California at Los Angeles: "Part of the reason people might find that graduation rate particularly low is that they're thinking back to the 1960's, when most of the people graduated within four years."

Changes In Aid Policies A Major Cause

Major reasons for the increasing amount of time between college entrance and graduation are changes in financial-aid policies and a shift from grants to student loans, he says. More students than ever work—and, as a result, students typically now carry about 13 units a semester, which makes it impossible to complete a bachelor's degree in four years.

Reginald Wilson, senior scholar at the American Council on Education, has a different view. "The fact that we get only about half of our students through a baccalaureate degree in six years is a condemnation of higher education. If we were running an automobile plant, we would be out of business."

Mr. Wilson says he tries to emphasize that point when he addresses higher-education groups across the country. The issues have been raised about the productivity of institutions and faculty members. Now questions are being raised about graduation rates. "There's a substantial amount of truth in the concern," Mr. Wilson says.

Sen. Bill Bradley of New Jersey, for example, commends the

Continued on Following Page



ARIANA OKARLUND FOR THE CHRONICLE
Ariana Okarlund, academic vice-president at San Jose State U.

Fewer Students Get Bachelor's Degrees in 4 Years, Study Finds

53% of freshmen graduate within 6 years

By Mary Crystal Cage

Fewer Students Earn Degrees in 4 Years, Study Finds

Continued From Previous Page
NCAA for making its findings public. But he notes that the survey results indicate areas "where we need to make more effort." He specifically calls for more research on why black students are not finishing college.

One reason for the low graduation rates of minority students, Mr. Wilson says, is that "a number of institutions are recruiting students who are at risk, in order to diversify their student bodies."

"And that's commendable," he adds. "But without support services and tutorial programs, those students are doomed to failure."

'Pre-Entry Phonathon'

Some institutions, such as the University of Maryland at College Park, are looking for ways to bolster the performance of minority students. The graduation rate for

black students at College Park was 37 per cent in comparison with the 57-per-cent average for the institution. One of the projects is a "pre-entry phonathon." Student volunteers call minority freshmen before the semester begins to talk to them about their class schedules and student activities.

Says Mary E. Cahan, director of the university's Office of Minority Student Education: "We don't let them drop Math 110. But we do talk to them about the differences between carrying 18 units in high school and carrying 18 units in college." They might suggest, however, that a student take a mathematics course before taking one of the more difficult chemistry courses.

Academic support is just one factor in the success of students, college officials say. Oscar F. Porter, associate vice-president for ac-

ademic affairs at the University of Redlands, says the shift from grants to student loans and the criticism of minority scholarships send a message: "You aren't wanted; you aren't valued."

Furthermore, state budget cuts are making it more difficult for students—whites as well as members of minority groups—to graduate in four years.

Courses Eliminated

Institutions in California were hit particularly hard when state lawmakers required them to cut spending to reduce last year's record-breaking \$14-billion deficit. Consequently, the system eliminated literally hundreds of courses and raised tuition 20 per cent.

More courses will be eliminated this fall because of additional cuts needed to reduce this year's \$10.8-billion deficit. Says Artemis Oker-

lund, academic vice-president at San Jose State University: "We're resigned to the fact that it's not a four-year degree."

About 38 per cent of San Jose State's full-time 1984 freshmen graduated within six years. But Ms. Okerlund says that if the timetable were lengthened to 10 years, the graduation rate would be comparable to the rates at other regional institutions. Ninety per cent of the csu students work, she says. 73 per cent of them work more than 20 hours a week.

Students, she says, put their work schedules first. "Part of it has to do with the economic level of the csu student," she says. "They are from the great middle class, and they don't have someone to pay their bills."

Ms. Okerlund insists that neither CSU nor its students should be faulted for the length of time it takes most students to graduate. "I really want us to start thinking of education in this nation as a life-long process," she says. "It's not a four-year sprint. Ten years is not a bacalaureate degree; it's not a negative."

More Pressure on Students

Mr. Chang, the legislative director for the California State Student Association, says students in the 20-campus university system are under pressure as never before. Tuition increased from \$780 in the fall of 1990 to \$1,318 in the fall of 1992.

"More students are forced to take out more loans, and there's pressure to get out of the system faster," Mr. Chang says. "If then there's the pressure to pay for the classes. Students are wondering how there are going to pay required units. Most of the courses that have been eliminated on many of the campuses are required courses."

Marcia Cohen, a student at the University of Maryland at College Park, has a similar complaint. Ms. Cohen, a fifth-year senior,

Students

switched to a speech-communications major after her original choice—radio, television and film—was eliminated. "College is expensive," she says. "This is another year that I am laying out money for tuition when I could have been out working. Budget cuts have just made everybody so stressed."

More Flexibility Sought

In Colorado, State Sen. Al McElroy says college officials have done a better job of insuring that out-of-state students can complete their degrees by making sure that required courses are offered at a variety of times. The officials must do more to improve the counseling provided to all students, he says.

"I'm absolutely convinced that education in this nation needs more money," he says. "We've got to move resources into higher education. But at the same time, we've got management problems. Here in Colorado, the University of Denver and Regis University ask for their students to stay in four years. Why can't the public universities do the same thing?"

Connelly says Richard F. Ross, president of the National Association of Independent Colleges and Universities, the selectivity of private institutions is one factor. However, he says, it is not the only one. "You have a commitment to undergraduate teaching at private colleges that is dedicated to giving students through the program in four years," Mr. Ross says. "It's just the ethos of these institutions."

At Regis University, for instance, freshmen are assigned to seniors who are taught by their body-sitters. The seminars are academic programs rather than vocation programs.

Consequently, says the Rev. Michael J. Sheran, vice-president for academic affairs, "the freshmen spend three hours a week with an adviser in a learning environment."

At the end of the semester, when it's time to plan the students' new course schedules, "the faculty adviser really knows what that student's strengths and weaknesses are," Father Sheran says.

Mr. McElroy acknowledges that it isn't possible for all students to afford increases. The tax increase for the University of Massachusetts at Amherst dropped from \$121.7 million in 1983 to \$112.2 million in 1992. In the same period, tuition and fees rose from \$1,657 to \$4,863.

In a university survey of freshmen from the fall 1990 class who did not return for the spring semester, money was repeatedly cited as a reason for withdrawing. "As is the case almost everywhere, the notion of truly cheap tuition has sort of evaporated," Mr. O'Brien says.

Another may be the availability of housing—virtually all freshmen and sophomores live on the campus—and the sense of community it engenders. Norman D. Aitken, associate vice-chancellor of academic affairs, says: "Our students

are not torn by having to spend time with friends from high school who may not have gone to college."

The university also has set up programs designed to foster community. Freshmen can elect to take some of their courses in residence halls, and those who come to the university with defined academic interests can choose to live together. There is an advising center for honors students, and a program for students with learning disabilities.

Increasing Drop-Out Rate

There are signs, however, that the university's graduation rates may soon dip. Seventeen per cent of the freshman class of 1990 dropped out following the first year, whereas only 12 per cent of the 1984-85 entering class—the tracked by the NCAA—dropped out after the first year.

The withdrawal may be linked to tuition increases. The tax increase for the University of Massachusetts at Amherst dropped from \$121.7 million in 1983 to \$112.2 million in 1992. In the same period, tuition and fees rose from \$1,657 to \$4,863.

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Legislation in Colorado

Mr. McElroy and his colleagues were surprised in November when they read a report by the Colorado Commission on Higher Education that only 19 per cent of the state's college students graduated within four years. This year, in an updated report, the commission found that graduation rates had risen to 44 per cent after five years.

Even so, Mr. McElroy says, he has a bill he sponsored to require the commission to take a number of steps to improve graduation rates for "new-through-the Colorado

Almanac



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Jo-Anne T. Vanin, interim vice-chancellor for student affairs, says of the disparity between minority graduation rates and the white rate: "In a word, it is unacceptable."

dents. "That risky attitude is right and proper," he says, "but it means we are off the mark in retaining."

Shirley S. Tang, an adviser at the United Asia Learning Resource Center, which was established on the campus in 1990, speculates that the lack of a center for Asian students before that time may have hurt their graduation rates. "We think the students affiliated with our center will do much better than 51 per cent," she says.

University administrators and

advisors say that relatively few stu-

dents who enter a major leave the

university. "Eighty per cent of the

class of 1991 history majors have

graduated," says Jack Tager, di-

rector of undergraduate studies for

that department.

Students with declared majors

get special attention. Engineering students in danger of probation, for example, are required to meet monthly with the associate dean of the engineering school, who helps them set clear goals and keeps track of their progress.

Chancellor Richard D. O'Brien says the university takes "more care" in admitting minority stu-

dents than the majority of the

colleges in the country.

It Is Unacceptable

Of the disparity between minori-

ty graduation rates and the white

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ceptable."

Chancellor Richard D. O'Brien

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care" in admitting minority stu-

dents than the majority of the

colleges in the country.

Graduation Rates at the University of Massachusetts at Amherst

	American Indian	Asian	Black	Hispanic	White	Other	Total
Number of freshmen	4	73	154	95	2,760	985	4,051
Number graduated	4	37	57	46	1,811	610	2,585
Proportion graduated	100%	51%	37%	48%	66%	63%	63%
NCAA average	29%	62%	31%	40%	56%	n/a	53%

Note: The figures above represent the proportion of full-time freshmen in fall 1984 who earned bachelor's degrees.

Source: U.S. Office of Education, 1984-85

Graduation rates for the University of Massachusetts at Amherst

are concentrated in the College of Arts and Sciences. "Students in the col-

U. of New Mexico Develops New Programs to Improve Its Retention Rate

By CHRISTOPHER SHEA

Ask an administrator at the University of New Mexico about the institution's low graduation rates as measured by an NCAA survey, and you will probably get a two-pronged answer:

The rates must be viewed in their proper context, and they are getting better.

At first glance, they appear disheartening. Only 27 per cent of the first-time, full-time freshmen who enrolled in fall 1984 graduated within six years, compared with an average of 33 per cent at the 297 institutions in Division I of the National Collegiate Athletic Association.

The graduation rate for white students at the university was 30 per cent, 26 percentages points below the NCAA average for whites.

Graduation rates for minority students at the University of New Mexico also were well below the NCAA averages. Only 12 percent of the black freshmen graduated within six years at the university, compared with the NCAA average of 31 per cent for black students. The institution graduated just 8 per cent of the 109 American Indians who

enrolled as freshmen in 1984. The NCAA average was 29 per cent.

Although the university is known for its research in such diverse fields as cultural anthropology and high-energy physics, its officials shun away from comparison with the most prestigious public institutions.

"We are a hybrid of a research institution and an urban college," says President Richard E. Peck. "The strain sometimes results in something like schizophrenia."

Most Are Commuters

University officials point out that 90 per cent of their students are commuters, that their students tend to be poor, and that members of minority groups make up a large proportion of each class. Forty-two per cent of the New Mexico freshmen in the NCAA survey were minority students.

Until 1987 there was no community college in Albuquerque. To compensate, the university was open to anyone with a high-school diploma and a grade point average of 2.0. "You have to respond to the Legislature and the needs of the community," says Fred M. Christ, Jr., director of enrollment services. "That's how we did it."

Beginning in 1983 the university has slowly phased in new OPA and course requirements. The average high-school OPA of the freshmen in

the NCAA survey was 2.9. For 1991's freshman class, 70 per cent of which met the new course requirements, the average was 3.2.

Graduation rates also seem to be improving. About 21 percent of the 1986 freshman class graduated in five years or less, whereas only 17 per cent of the 1984 freshman class did so. Still, administrators caution against expecting too much.

Thom Kanaply, a senior majoring in Spanish, enrolled in New Mexico in 1988 but still has "a year and a half or so" to go until she gets her degree. She says: "I wanted a lot of time taking courses not related to my major. I was a lot of a minority student; I didn't understand how a liberal arts college in the 1940's." Mr. Peck adds: "Given the economic and family situations of our students, I don't think we will ever get up to 30 percent."

Now she works as a counselor at a student-run advising center for

minority students to help them avoid the same pitfalls.

Lucille Stilwell, the director of American Indian Services, says that some of the key coursework deserves that Mr. Kanaply describes as irrelevant. "When they have to take the basic courses, like Math 100 or English 100, that can set them back a semester or a year in getting their degree," she says.

For better or worse, the university sees its graduation rates as a hindrance to be overcome, not a fault of its own making. It should not be compared to the standard set by a liberal arts college in the 1940's." Mr. Peck adds: "Given the economic and family situations of our students, I don't think we will ever get up to 30 percent."

Graduation Rates at the University of New Mexico

	American Indian	Asian	Black	Hispanic	White	Other	Total
Number of freshmen	109	50	81	697	1,254	19	2,210
Number graduated	9	16	10	180	381	5	601
Proportion graduated	8%	32%	12%	26%	30%	26%	27%
NCAA average	29%	62%	31%	40%	56%	n/a	53%

Note: The figures show the proportion of full-time freshmen in fall 1984 who earned bachelor's degrees by fall 1990.

SOURCES: Chronicle reporting; NCAA

CHRONICLE COUNT BY JEFFREY STONE

Fewer Students Earn Their Bachelor's Degrees in 4 Years, Study Finds

Continued From Preceding Page
legislature" this spring. The legislature gave the commission to adopt policies and incentives to insure that Colorado college students can transfer more efficiently between institutions or between degree programs. It also calls for institutions to improve their tracking of courses and student advising.

Only about a third of the freshmen at the University of Colorado at Boulder earn a bachelor's degree in four years. The proportion rises

to 61 per cent in six years. James N. Corbridge, Jr., the chancellor of the University of Colorado at Boulder, explains: "Some people take a year off because they run out of money and they need to replenish the treasury. Some people take a year abroad. For some people, there isn't much incentive to get out and get in the job market."

He adds: "That's why student demand for specific programs occur faster than the university, with its slow-

moving personnel process, can respond to."

Mr. Meiklejohn says: "An undiscouraging look at graduation rates is unfair. But what it should do is point out major areas that we should improve."

Changes in Louisiana

Some states are already at work on changes. In Louisiana, for example, low graduation rates forced officials to modify the popular state's open-admission policy. About one-half of Louisiana's public-college students are in remedial programs. Only 33 percent of the freshmen who enrolled at Louisiana State University in the fall of 1984 earned a degree within six years.

In 1988, LSU replaced its open-admissions policy with a list of required high-school courses and a formula that combines minimum grade-point averages and national scholastic-aptitude-test scores. A student with a high-school OPA of 2.3, for example, must score at least 880 on the SAT.

The size of LSU's freshman class dropped to 3,654 in 1988, from 4,341 in 1987. The following year, its retention rate for sophomores improved. While in 1988, only 67 per cent of the freshmen had returned for their sophomore year, in 1989 the return rate was 73 per cent. By 1990, it had climbed to 79 per cent.

Retention rates for sophomores and seniors have also improved. And last fall, total enrollment at LSU rose 3 per cent, to 24,000—the first increase since 1982.

William D. Bales, chancellor of

Louisiana State, says: "We've

done a number of things to reinforce the teaching in the freshman year. Our goal is for all of our mandatory freshman classes to be taught by full-time faculty. We've done a complicated that in English and we're about halfway there in math and sciences."

Summie W. Cooper, Louisiana's commissioner of higher education, says the University of New Orleans, which had a graduation rate of 19 per cent in the NCAA survey, and Louisiana Tech University, with a graduation rate of 40 per cent, are increasing their admissions requirements as well.

Officials at the University of Iowa are planning to hire a researcher to work with the undergraduate academic-advising case and other offices to develop a strategy for improving retention and graduation rates for minority students.

Although the overall graduation rate for the University of Iowa is 63 per cent within six years as measured by the NCAA, the graduation rate for black students was only 29 per cent.

Phillip E. Jones, associate vice-president for academic affairs and dean of students at Iowa, says: "The enrollment of minority students in universities cannot be increased through enrollment alone. We have got to find a way to increase their persistence."

"We'd like to do a more systematic job of analyzing their academic progress," Mr. Jones continues.

"It's time to stop talking about

how many are enrolled and start talking about who graduates and who graduates with what degree or major."

FACT FILE: Graduation Rates of Fall 1984 Freshmen at Colleges in NCAA's Division I

	American Indian	Asian	Black	Hispanic	White	Total
Colorado State U	7 29%	22 55%	22 27%	43 40%	1,216 58%	1,273 58%
Women	0 0%	22 44%	2 2%	37 41%	1,230 57%	1,372 58%
Columbus U	0 0%	71 67%	28 92%	33 62%	513 67%	542 68%
Men	2 100%	3 87%	100 11%	1 0%	7 14%	126 50%
Women	0 0%	3 231%	1 1%	2 0%	4 100%	246 55%
Conn U	11 26%	142 88%	94 73%	45 73%	1,018 88%	1,605 85%
Men	2 100%	139 89%	98 68%	0 0%	1 100%	1,016 85%
Georgia U	0 0%	14 63%	2 0%	2 50%	403 63%	435 64%
Men	6 57%	17 100%	28 81%	7 100%	546 98%	632 94%
Women	8 100%	14 63%	41 63%	0 0%	3 200%	260 97%
Davidson C	n/a n/a	8 53%	12 50%	2 200%	195 58%	215 65%
Men	n/a n/a	8 53%	5 50%	2 200%	137 58%	142 64%
Delaware C	n/a n/a	22 44%	25 64%	20 44%	307 63%	352 67%
Men	0 0%	11 55%	22 67%	2 24%	245 64%	353 62%
Women	0 0%	11 55%	17 85%	3 0%	210 55%	303 55%
Duke U	0 0%	3 33%	18 61%	0 0%	217 55%	303 55%
Men	0 0%	0 0%	18 61%	0 0%	217 55%	303 55%
Women	0 0%	3 33%	17 85%	3 0%	210 55%	303 55%
Duke U	0 0%	0 0%	0 0%	15 67%	1,206 80%	1,639 70%
Men	0 0%	0 0%	0 0%	7 20%	817 80%	884 68%
Women	0 0%	0 0%	0 0%	15 67%	1,206 80%	1,639 70%
Duke U	0 0%	7 50%	26 67%	3 57%	730 80%	793 70%
Men	0 0%	4 100%	26 67%	3 57%	730 80%	793 70%
Women	0 0%	3 33%	17 85%	3 0%	210 55%	303 55%
East Carolina U	0 0%	10 50%	140 30%	3 57%	412 41%	1,205 44%
Men	8 44%	4 100%	140 30%	3 57%	412 41%	1,205 44%
Women	0 0%	4 100%	26 67%	3 57%	730 80%	793 70%
East Tennessee State U	0 0%	3 67%	20 30%	4 50%	640 32%	995 32%
Men	0 0%	0 0%	3 67%	20 30%	3 33%	446 36%
Women	0 0%	3 67%	20 30%	4 50%	640 32%	995 32%
Eastern Illinois U	0 0%	6 29%	65 25%	6 13%	795 49%	1,040 47%
Men	0 0%	2 00%	65 25%	3 33%	940 61%	1,040 47%
Women	0 0%	4 0%	65 25%	3 33%	633 32%	924 30%
Eastern Kentucky U	0 0%	2 00%	1 00%	0 0%	658 37%	931 37%
Men	0 0%	2 00%	1 00%	0 0%	658 37%	931 37%
Eastern Michigan U	1 33%	26 30%	144 31%	14 21%	767 52%	1,150 43%
Men	1 33%	13 30%	144 31%	14 21%	767 52%	1,150 43%
Women	0 0%	13 30%	144 31%	14 21%	767 52%	1,150 43%
Eastern Washington U	0 0%	n/a n/a	n/a n/a	n/a n/a	601 31%	601 31%
Men	0 0%	n/a n/a	n/a n/a	n/a n/a	601 31%	601 31%
Women	0 0%	n/a n/a	n/a n/a	n/a n/a	601 31%	601 31%
Emory U	0 0%	0 0%	0 0%	0 0%	327 50%	339 52%
Men	0 0%	0 0%	0 0%	0 0%	327 50%	339 52%
Women	0 0%	0 0%	0 0%	0 0%	327 50%	339 52%
Georgia Gwinnett U	1 0	20 30%	34 32%	25 40%	256 45%	495 43%
Men	1 0	20 30%	34 32%	25 40%	256 45%	495 43%
Women	0 0%	20 30%	34 32%	25 40%	256 45%	495 43%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Southern U	0 0%	1 00%	2 00%	0 0%	308 31%	320 31%
Men	0 0%	1 00%	2 00%	0 0%	308 31%	320 31%
Women	0 0%	1 00%	2 00%	0 0%	308 31%	320 31%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%	42 67%	42 67%
Georgia Tech U	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Men	1 0	42 67%	42 67%	1 0	42 67%	42 67%
Women	0 0%	42 67%	42 67%	0 0%		

FACT FILE: Graduation Rates of Fall 1984 Freshmen at Colleges In NCAA's Division I CONTINUED

American Indians		Asian		Black		Hispanic		White		Total		
Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.	
Indiana State U	0	0	8	50%	143	10%	6	5%	670	38%	1,172	38%
Men	0	0	8	50%	143	10%	6	5%	670	38%	1,172	38%
Women	0	0	33	64	226	35	37	32	3,211	68	3,671	53
Indra	0	0	38	71	349	24	37	32	2,320	66	2,639	56
Men	0	0	38	71	349	24	37	32	3,211	66	3,671	54
Woman	0	0	33	64	226	35	37	32	3,211	66	3,671	53
Iowa C	1	0	9	0	9	0	20	24	94	17	17	20
Men	1	0	9	0	9	0	20	24	94	17	17	20
Woman	1	0	9	0	9	0	20	24	94	17	17	20
Iowa State 2	0	0	33	30	94	17	17	20	2,303	66	2,561	66
Men	0	0	33	30	94	17	17	20	2,303	66	2,561	66
Woman	0	0	33	30	94	17	17	20	2,303	66	2,561	66
Jackson State U	1	0	100	9	100	9	100	9	100	9	100	9
Men	1	0	100	9	100	9	100	9	100	9	100	9
Woman	1	0	100	9	100	9	100	9	100	9	100	9
Jacksonville U	1	0	6	50	21	14	13	48	231	33	282	33
Men	1	0	6	50	21	14	13	48	231	33	282	33
Woman	1	0	11	18	30	30	14	21	260	38	271	36
James Madison U	1	0	100	9	100	9	100	9	100	9	100	9
Men	1	0	100	9	100	9	100	9	100	9	100	9
Woman	1	0	100	9	100	9	100	9	100	9	100	9
Jamestown State U	0	0	17	0	9	55	14	14	24	38	1,007	46
Men	0	0	17	0	9	55	14	14	24	38	1,007	47
Woman	0	0	17	0	9	55	14	14	24	38	1,007	47
Jenkintown U	0	0	14	48	113	17	12	42	1,201	39	1,357	37
Men	0	0	14	48	113	17	12	42	1,201	39	1,357	37
Woman	0	0	14	48	113	17	12	42	1,201	39	1,357	37
Johns Hopkins C	0	0	4	100	71	3	0	268	65	313	54	
Men	0	0	4	100	71	3	0	268	65	313	54	
Woman	0	0	4	100	71	3	0	268	65	313	54	
Johns Hopkins U	0	0	27	37	222	8	26	4	763	15	1,062	18
Men	0	0	27	37	222	8	26	4	763	15	1,062	18
Woman	0	0	27	37	222	8	26	4	763	15	1,062	18
Lehigh U	0	0	100	5	100	5	87	36	360	63	380	63
Men	0	0	100	5	100	5	87	36	360	63	380	63
Woman	0	0	100	5	100	5	87	36	360	63	380	63
Loyola U	0	0	24	100	15	33	6	80	367	60	743	68
Men	0	0	24	100	15	33	6	80	367	60	743	68
Woman	0	0	11	84	3	67	0	200	232	92	313	64
Liberty U	0	0	10	0	10	0	26	0	76	34	137	34
Men	0	0	10	0	10	0	26	0	76	34	137	34
Woman	0	0	10	0	10	0	26	0	76	34	137	34
Long Island U	0	0	10	30	41	17	24	26	47	23	122	21
Men	0	0	10	30	41	17	24	26	47	23	122	21
Woman	0	0	10	30	41	17	24	26	47	23	122	21
Louisiana State 2 and AMB C	0	0	59	15	220	12	36	33	2,006	34	2,498	31
Men	0	0	59	15	220	12	36	33	2,006	34	2,498	31
Woman	0	0	59	15	220	12	36	33	2,006	34	2,498	31
Louisiana Tech U	0	0	5	20	13	27	3	55	689	48	848	37
Men	0	0	5	20	13	27	3	55	689	48	848	37
Woman	0	0	5	20	13	27	3	55	689	48	848	37
Loyola Marymount U	0	0	36	68	17	36	42	67	232	65	320	74
Men	0	0	36	68	17	36	42	67	232	65	320	74
Woman	0	0	36	68	17	36	42	67	232	65	320	74
Loyola U	0	0	28	26	36	28	36	36	360	65	384	74
Men	0	0	28	26	36	28	36	36	360	65	384	74
Woman	0	0	28	26	36	28	36	36	360	65	384	74
Loyola Marymount U	0	0	17	36	42	67	232	65	320	74	320	74
Men	0	0	17	36	42	67	232	65	320	74	320	74
Woman	0	0	17	36	42	67	232	65	320	74	320	74
Loyola U	0	0	33	50	36	28	36	36	360	65	384	74
Men	0	0	33	50	36	28	36	36	360	65	384	74
Woman	0	0	33	50	36	28	36	36	360	65	384	74
Loyola Marymount U	0	0	18	63	4	80	3	87	300	65	317	74
Men	0	0	18	63	4	80	3	87	300	65	317	74
Woman	0	0	18	63	4	80	3	87	300	65	317	74
Loyola Marymount U	0	0	36	68	17	36	42	67	232	65	320	74
Men	0	0	36	68	17	36	42	67	232	65	320	74
Woman	0	0	36	68	17	36	42	67	232	65	320	74
Loyola Marymount U	0	0	36	68	17	36	42	67	232	65	320	74
Men	0	0	36	68	17	36	42	67	232	65	320	74
Woman	0	0	36	68	17	36	42	67	232	65	320	74
Loyola Marymount U	0	0	10	30	126	23	2	0	656	34	782	32
Men	0	0	10	30	126	23	2	0	656	34	782	32
Woman	0	0	10	30	126	23	2	0	656	34	782	32
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37	224	38
Men	0	0	10	0	10	0	23	0	108	37	224	38
Woman	0	0	10	0	10	0	23	0	108	37	224	38
Merrimack U	0	0	10	0	10	0	23	0	108	37		

FACT FILE: Graduation Rates of Fall 1984 Freshmen at Colleges In NCAA's Division I CONTINUED

	American Indian	Asian	Black	Hispanic	White	Total								
	Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.				
U of Nevada Reno	Men	n/a	n/a	n/a	n/a	n/a	n/a	n/a	523	37%				
Women	1	0	840	0	25	3	87	982	82	1,008	81			
U of New Hampshire	Men	4	0	87	0	25	3	87	1,234	70	1,261	69		
Women	1	0	840	0	25	3	87	1,234	70	1,261	69			
U of New Mexico	Men	67	8	20	38	53	13	341	21	626	20			
Women	92	10	21	29	28	11	356	30	829	33	1,097	30		
U of New Orleans	Men	1	100	20	22	168	5	44	23	808	21	856	18	
Women	1	0	20	22	163	7	42	22	833	26	1,042	19		
U of North Carolina	Ashville	Men	0	0	2	35	10	24	0	267	36	278	34	
Women	0	0	2	35	10	24	0	267	36	278	34			
Chep Hill	Men	12	42	19	90	88	40	9	87	1,176	76	1,320	76	
Women	11	48	21	27	238	26	7	85	2,108	84	2,058	77		
Charlottesville	Men	0	0	6	44	58	30	2	0	557	81	643	49	
Women	1	0	7	43	112	37	3	100	690	54	724	61		
Oregonstate	Men	2	100	4	25	48	23	13	5	260	39	524	38	
Women	2	0	4	25	48	23	13	5	260	39	524	38		
U of North Texas	Men	3	33	14	38	168	18	89	31	1,948	33	2,670	32	
Women	3	33	15	27	238	26	13	41	2,713	38	2,768	37		
U of North Texas	Men	0	0	4	26	11	18	8	33	811	58	720	57	
Women	3	33	1	100	8	75	4	50	815	54	932	61		
U of Notre Dame	Men	4	75	30	87	22	78	11	98	1,182	33	1,205	32	
Women	4	80	31	91	11	73	23	63	1,480	97	1,514	96		
U of Oklahoma	Men	38	21	30	51	68	19	48	25	1,078	39	1,244	38	
Women	23	24	30	50	68	19	48	25	1,078	39	1,082	48		
U of Oregon	Men	0	13	49	55	25	26	14	21	779	44	979	45	
Women	10	20	49	55	22	41	11	27	971	45	1,392	46		
U of the Pacific	Men	4	80	51	69	12	25	10	70	234	82	356	80	
Women	0	0	53	69	12	36	18	44	276	84	365	80		
U of Pennsylvania	Men	2	100	53	89	76	70	40	81	927	90	1,228	89	
Women	2	100	53	90	76	70	40	81	928	91	1,227	91		
U of Pittsburgh	Men	0	0	22	68	160	34	11	85	836	51	1,363	67	
Women	0	0	15	59	22	41	11	27	971	45	1,268	67		
U of Portland	Men	1	0	9	78	3	0	6	17	104	88	190	87	
Women	1	0	10	70	2	0	8	63	145	88	189	87		
U of Rhode Island	Men	2	80	23	51	17	41	10	80	817	83	207	82	
Women	3	33	7	71	14	21	10	80	908	63	1,019	82		
U of Richmond	Men	n/a	n/a	3	33	0	0	67	1	100	50	1,000	50	
Women	n/a	n/a	4	75	8	100	2	50	348	82	366	82		
U of San Diego	Men	0	0	13	77	3	33	15	87	293	56	303	56	
Women	0	0	20	68	3	28	16	87	379	45	448	49		
U of San Francisco	Men	0	0	32	41	7	43	0	78	117	65	281	85	
Women	0	0	33	41	12	50	18	87	121	65	281	85		
U of San Antonio	Men	n/a	n/a											
Women	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
U of South Carolina	Carolina	Men	0	0	3	67	20	20	3	67	198	24	224	26
Women	0	0	3	67	20	20	3	67	200	24	224	26		
Connie	Men	2	80	12	42	153	85	5	26	552	80	1,128	85	
Women	2	80	22	88	12	83	12	83	1,129	85	1,334	85		
U of South Florida	Men	2	50	26	40	48	11	97	34	1,124	36	1,319	32	
Women	4	28	27	60	74	20	42	110	42	955	61	1,268	55	
U of Southern California	Men	4	28	274	60	65	24	110	42	1,124	36	1,268	55	
Women	2	50	230	70	107	42	114	84	871	61	1,428	51		
U of Southern Methodist	Men	2	50	14	28	74	31	10	20	881	29	1,296	31	
Women	2	50	4	28	74	31	10	20	881	29	1,296	31		
U of Southeastern Louisiana	Men	2	50	34	28	232	32	10	26	487	34	856	33	
Women	2	50	4	28	357	37	10	26	882	33	1,239	31		
U of Tennessee	Chattanooga	Men	1	0	9	0	63	17	1	100	380	27	442	25
Women	1	0	9	0	63	17	1	100	383	37	442	25		
Koedie	Men	0	0	38	74	84	98	4	26	1,473	49	1,504	49	
Women	8	83	17	83	90	48	4	26	1,494	54	1,508	54		
U of Texas	Austin	Men	7	57	92	34	60	22	50	18	885	26	1,111	24
Women	2	50	48	46	78	24	50	18	885	26	1,111	24		
U of Tucson	Men	4	78	229	85	182	27	414	48	2,628	69	3,768	65	
Women	4	78	168	85	278	46	228	62	2,621	69	3,403	60		
El Paso	Men	3	0	8	25	34	21	493	24	300	23	933	25	
Women	2	0	8	25	30	17	49	24	302	23	937	25		
Pas American	Men	0	0	3	38	11	9	725	11	122	6	969	10	
Women	0	0	2	0	102	17	8	20	1,230	18	1,230	18		

SOURCE: CENSUS

Note: The table shows the proportion of first-time, full-time freshmen in fall 1984 who earned bachelor's degrees by fall 1990.
 1. Does not include students who did not identify their racial or ethnic group.
 2. Does not include women.
 * Includes freshmen at its two-year college.
 ** Records destroyed.

Side

Linda J. Carpenter

Athletics

The associate chancellor for athletics at the University of Massachusetts at Amherst resigned this month, saying he wanted to devote his full attention to defending himself against charges of embezzlement.

Dan

Bischoff, the former director of athletics, is among the

which are under scrutiny by a state legislative panel for possibly misappropriating state funds.

The House Post Audit and Oversight Committee has been holding hearings on the subject since last month.

Mr. Bischoff was reassigned to the deanship last month to a position as director of the university's new convocation

He said in a statement that fighting the "imperious and傲慢" against him "will distract me, time, and attention from my new responsibilities."

n

Jerry Tarkanian doesn't like being on the basketball court, and he doubts his team has been treated fairly.

The former men's basketball coach at the University of Nevada at Las Vegas is not doing well in the court, and he's had more wins than losses in that venue, too.

It's not a surprise that lawyers for the Nevada state legislature have filed a notice advancing their intention to appeal a federal court ruling

including a Nevada statute that restricted the NCAA's ability to investigate rules violations in the state. The Nevada case was spawned by the NCAA's inquiry into possible violations in Mr. Tarkanian's program at UNLV.

Their lawyers hope that the U.S. Court of Appeals for the Ninth Circuit will overturn the lower court's decision that the Nevada state legislature's interests pre-empt and violates the contract between the NCAA and its members.

n

Recognizing the financial strain that many college football and games face, the NCAA has proposed an increase in the amount that each game must pay to its participating teams.

The proposal was scheduled to take effect in 1993, but the NCAA's post-season football subcommittee put off the increase "until negotiations are completed," says the group.

While it is not uncommon for institutions

to eliminate a team, or even a few teams, for financial reasons, Brooklyn expects to use the \$400,000 in student fees it had previously gone each year to athletics to improve campus recreational facilities and intramural programs.

"This was purely a funding issue," Mr.

Gold said. He added that the decision had also been based on what he called the lack of student interest in the intercollegiate teams and the results of a campus survey that he said had found that many students wanted improved recreational facilities.

But money on the campus, including the athletic department's top administrators, question how much the decision to drop sports really had to do with the bottom

line. The NCAA does not keep records on the

subject, but an association official in charge of membership said she could recall only one other institution in the last decade that had eliminated its entire sports program.

Last year, U.S. International Uni-

versity, which competed in the Eastern College Athletic Conference of the National Collegiate Athletic Association's Division I, will not field teams next fall, although existing athletics scholarships will be honored for their full term.

The college, which sponsored 12 Division I teams, dropped athletics when it filed for bankruptcy.

At Brooklyn, officials have been struggling since May to chop a state-mandated \$5.4-million from its \$70-million annual op-

erating budget. The annual budget for the college's 14-team athletics program was about \$1.3-million, of which \$100,000 came from the state last year.

Hilary A. Gold, who is vice-president

for student life oversees athletics at Brooklyn, said the college had slashed athletics—along with a variety of programs, services, and positions on the campus—solely for financial reasons.

"Purely a Funding Issue"

Dropping athletics, he said, will save much more than the \$168,000 in state funds because it will free up money for other purposes. For example, he cold, Brooklyn expects to use the \$400,000 in student fees it had previously gone each year to athletics to improve campus recreational facilities and intramural programs.

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Brooklyn's Reason for Dropping Sports Is Questioned

Continued From Previous Page
line. Skeptics say the timing of the move—several months after the college was found by the federal government to have discriminated against its female athletes and coaches, and after a troublesome decade for the program as a whole—raises doubts about the administration's motives.

Indeed, ever since rumors began flying in April that Brooklyn was considering dropping its athletics program, people on and off the campus have been eying foul.

Len Roitman, Brooklyn's athletics director, said the move was a "done deal" from the moment the CUNY system told the college about the budget cuts. He said Brooklyn's administrators and many of its professors had never supported the college's fledgling Division I program and had been looking for any excuse to pull the plug on it.

A Dream of Acclaim

Brooklyn had jumped from Division III to Division I in 1982 after a third-place finish in that year's NCAA Division III men's basketball tournament. Brooklyn's faculty president, Robert L. Hesia (who died in January), defied the wishes of a majority of his athletics administrators and many professors and engineered the shift to Division I, just before the NCAA changed its rules to prevent colleges from making two-Division leaps.

Mr. Hesia's dream of the acclaim that would come with a first-rate sports program never came true. In fact, save for some winning seasons in women's basketball and

men's soccer, the program has been fraught with setbacks and embarrassments.

In 1986 the NCAA placed the men's basketball team on probation for numerous violations, and two years later it banned the men's soccer team from post-season tournaments for two years, citing unsportsmanlike conduct.

Last fall the football team, which was saved by alumni contributions from its demise in 1988, was

"The lesson learned here is a costly one: If you stand up for your principles, follow the law, and win massively, you lose totally."

dropped for a season because it lacked enough players who were scoldingly eligible to compete.

Mr. Roitman said those and other incidents stoked the administration's sentiment against the sport program.

The college's acting president, James N. Louighan, signed off on a series of assurances to the civil-rights office that by September would have put the Kingsmen program in compliance with federal gender-laws.

The assurances included new assignments for coaches and a survey to gauge the sports interests of students, with an eye toward adding new teams for women. (Ironically, says supporters of athletics, the survey was held by the administration to demonstrate the need for more recreational facilities and fewer intercollegiate sports.)

"We Were Treated Unfairly"

"Does the administration really believe they now will never be held responsible for their program in equity?" said Ms. Perdue, who was also the women's basketball coach. "All we wanted was for things to be made equitable by next fall. Now we have nothing."

Ms. Perdue and other female coaches and athletes say they may sue the university for the past discrimination identified by the civil-rights office.

Pam White, a basketball player who would have been a senior at Brooklyn in the fall, wants to transfer to an institution where she can compete in her final year of eligibility. But she said she would not let the gender-equality issue at Brooklyn disappear.

"We were treated unfairly, and we know proof of that," Ms. White said. "We're all busy now trying to figure out where we go next, but we're not going to let Brooklyn get away with this; for the sake of all the athletes now and all the future students."

Marc Wurzel, the legal counsel for Alfred C. Cervello, III, a member of the New York City Council from Staten Island, said he believed the women of Brooklyn had a cold case against the college and the City University of New York system.

"Brooklyn signed a contract with the federal government and now that contract has been bro-

ken," he said. "If you're indited, the first thing a district attorney tells you is, 'Don't leave town,' but that's what Brooklyn College is doing. They expected to cut their losses and put the whole thing out of sight, but instead they have opened the door to very costly litigation."

Linda J. Carpenter is a physical education professor at Brooklyn. She and another professor, R. Vivian Acosta, who are known nationally for their studies of the status of women in college sports, filed the complaint with the civil-rights of-

fice. Responding to a complaint filed by two professors at Brooklyn, the civil-rights office began a 14-month investigation that concluded not in compliance with Title IX of the Education Amendments of 1972, which bars sex discrimination in programs that receive federal assistance.

The civil-rights office determined that Brooklyn was not providing male and female students with equitable opportunities to participate in sports, and was treating female athletes unfairly in, among other matters, the scheduling of games, the provision of sports equipment, and recruitment.

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Dispatch Case

A group of about 250 French intellectuals and politicians has issued a statement of the government and high-level civil servants of trying to replace French with English as the country's principal language.

Mr. Gold noted that the college needs to comply with Title IX and disappear with the international athletics program.

"Equity of opportunity should carry into the recreation program," he said.

Mr. Gold held out the possibility of Brooklyn's re-entry into intercollegiate competition. Head of college officials have been instrumental in calling a "national" on sports and have discussed re-applying to the NCAA at the Division II or III level down the road—even as early as two years from now.

"We really as a college would like to have intercollegiate activities," said Mr. Gold, who noted that he had played soccer at Brooklyn when he was a student. "I would like it to be related to the interests of the students and the resources of the college."

The protest was sent to President François Mitterrand, education minister, and Parliament.

The protest was over the government's legislation supporting the use of French and to reaffirm that French is the language of education and work.

The protest's authors said that promoters of "all-out English usage" were leading France down the road to "collective self-destruction." If nothing is done, they argued, France will find itself in the same situation that the Canadian province of Quebec did 30 years ago.

"It is a long and difficult

struggle to conquer the right to work in our own language."

A Temporary Hiccup?

Dr. Charlton, who is chairman of the Committee of University Principals, said he believed the breakdown in the talks was "a temporary hiccup."

He said there was no place for the parties to resolve the political future of South Africa other than at the negotiating table.

The ANC quit the talks with the government following a massacre last month in the black township of Hluhluwe, in which 41 people were killed.

The ANC accused the government of complicity in the killing, and called for an international inquiry. An intercultural, government-appointed commission reported last week that it had seen no evidence to justify such allegations. A full investigation of the incident is to be conducted next month.

The ANC said it would not rejoin the constitutional talks until the government made progress toward the establishment of an interim government run by a democratically elected constituent assembly.

The non-racial Union of Democratic

University Staff Associations (UDUSA) passed a resolution at its annual meeting here last week calling on President F. W. de Klerk's administration to pave the way for a transition government. The resolution said the administration should "immediately accede to a democratic government that will rapidly prepare the ground for an elected constituent assembly."

The UDUSA members also voted to support a protest campaign to press the government to meet the ANC's demands.

Campus chapters of UDUSA are being asked to join in the "rolling mass action" planned by the ANC. The campaign is expected to include strikes,

International

Anti-Apartheid Groups Consider Asking Academic to Boycott South Africa Anew

Move debated after collapse of ANC-government talks



John Samuel of the ANC: "Why do all the white students have to be at Witwatersrand?"

boycotts, and acts of civil disobedience.

Meanwhile, an anti-apartheid alliance of educators decided to ask the government to take part in immediate negotiations aimed at solving problems in the country's education system.

The ANC is among the organizations represented in the alliance, officially known as the National Education Conference working group. It also includes representatives of the Azanian Peoples Organization, the Congress of South African Trade Unions, and major student, teacher, and faculty associations.

'A Renewed Mandate'

"We now have a renewed mandate from the National Education Conference to place before the President the need for a forum to resolve some of the urgent and pressing issues of the education crisis," said John Samuel, head of the ANC education department and a member of the working group. "We've decided that we will send a letter to the President to take up the discontinued discussions that the education delegation last pursued in 1991."

Those discussions were set up after a meeting between President de Klerk and Nelson Mandela, the ANC head, and a group of leading academics. The talks between government education ministers and representatives of a range of education groups examined many specific problems but produced few results.

Critics said the government had dominated the proceedings. Mr. Samuel said the ANC had not had any talks with the government about education since the discussion of that group.

Mr. Samuel said state subsidies to universities would be among the issues taken up in education talks with the government.

A Hotly Contested Issue

The question of whether to redistribute a portion of state subsidies for higher education from the predominantly white universities to the historically black ones is expected to be a hotly contested issue. It sparked the sharpest debate at an international conference on transitioning South African universities, held on the campus of the University of Durban-Westville this month. The meeting was organized by the Union of Democratic University Staff Associations.

According to a recent study, in the five years ending in 1990 the enrollment at the country's historically black institutions increased by 13 per cent while average government funding per student increased only 4 per cent. At the predominantly white universities, in contrast, there was a 3-per-cent increase in student numbers and an 11-per-cent average increase in state funding per student. The findings were from a study by Ian Bunting of the University Staff Association.

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Robert Charlton of the U. of the Witwatersrand: "Tim

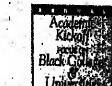
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Center Aims to Professionalize and Democratize Russian Journalism

By JUSTIN BURKE

MOSCOW

On a quiet street in the heart of the Russian capital, workers are putting the finishing touches on a building that could help revolutionize how journalism is practiced here.

The two-story structure will house the Russian-American Press and Information Center, a research and training facility that will help journalists report on the rapid changes that Russia and other former Soviet republics are now going through.

The project is sponsored by New York University's Center on War, Peace, and the News Media and

Some South African Groups Consider Call for New Boycott

(Continued From Previous Page)
of Cape Town (*The Chronicle*, July 1) that was prepared for discussion at the USUSA meeting here.

"The state's view of the implementation of the subsidy formula is that it is very, very unsatisfactory and not defensible," said R. H. Stumpf, deputy director general of South Africa's Department of National Education. He spoke at the meeting in response to questions about the subsidy formula. He said the formula was complicated and weighted in various ways, but such factors could not justify discrepancies in funding.

Pandy Pillay, a University of Cape Town economist, said, "Resources that should be given to the redistribution of resources from the more affluent historically white institutions to the poorer historically black institutions."

Mr. Pillay said new formulas

should be weighted in favor of enrollment of students from socioeconomically disadvantaged backgrounds, particularly women."

At its annual meeting, the staff associations union appointed a committee to explore the possibility of regional postsecondary education consortia for South Africa that could link several institutions and ease the competition for funds.

In an interview, Mr. Samuel of the ANC said the whole system of postsecondary education needed to be re-examined. Part of the problem with trying to fix South Africa's education system, he said, was that most people involved in such efforts were working only within the current framework, "which is itself defective."

Much more innovation and creativity are needed in the search for solutions, Mr. Samuel said. The argument about reallocating funds within the present government-subsidy system, he said, is "in a way setting up a straw man" and spending a lot of energy knocking it down. Mr. Samuel said he would, for instance, suggest relocating students to universities that are closer to where they live.

"Why do all the white students have to be at Wits and Rand Afrikaans and Stellenbosch?" he said. "Why can't they go to other universities?"

Mr. Samuel and the ANC, as part of its efforts to develop public-private options, would immediately commission a group of experts to investigate higher education and recommend changes by February. The study group will meet with university administrators and with student and faculty organizations, among others.

Freeing Up Intellectual Talent

Mr. Samuel said the ANC group would identify critical issues in higher education that should be addressed immediately, and "long-term policy issues that will constitute the basis of creating a changed postsecondary sector."

Most members of the university community, including a majority of its 250,000 students, had seemed to accept the need for a tuition increase. Buildings, laboratories, and libraries have fallen into disrepair, and many faculty members have left for other jobs. The rector had pledged to give faculty members a badly needed salary raise once the tuition increase was approved.

Several student groups criticized the rector's decision to postpone an increase, saying that a small minority of students who oppose any change in the university had managed to have the last word.

Despite the student council's

other subjects. More important, Mr. Manoff said, the center will provide training seminars for journalists from the member nations of the Commonwealth of Independent States.

One of the first of the planned three-day seminars will resemble Economics 101, attempting to explain the intricacies of market economy and to provide a broad context for understanding the economic reforms introduced by President Boris Yeltsin.

"Some journalists here don't understand a thing about economic reform, so it's no wonder the public is totally confused," Mr. Manoff said. "We're not going to make

them Ph.D.'s, but they'll know the basics."

The press center will also focus on nuclear non-proliferation. Seminars are planned not only in Moscow but also in cities in three other former Soviet republics that have nuclear weapons on their territory: Belarus, Kazakhstan, and Ukraine.

Mr. Manoff said he had first envisioned opening an information center for the Moscow-based press in 1988, in the early years of President Mikhail S. Gorbachev's *perestroika* reforms.

"It was really early to think of opening such a center," said Mr. Manoff. "Nevertheless, we figured the system, sooner or later, would open up."

"Very social forces set in motion were sweeping him along," he said of Mr. Gorbachev. "That made it a bit worth making."

Funding the Soviet organization to serve as a local partner for such a venture was a challenge, Mr. Manoff said. Not only would the partner be responsible for providing a site for the center, but it also had to be committed to the free flow of information and have influence in the right circles, to insure that things got done properly and on time, Mr. Manoff and other

NYU officials held talks over years with various agencies before settling on the U.S.-based Institute.

The nyu Center on War, and News Media, which is responsible for financing the new project, relied heavily on foundation grants to come up the \$300,000 needed to open the press center.

Focus Has Shifted

As originally conceived, the press center would have concentrated on foreign journalists responsible for telling the rest of the world what was going on in the Soviet Union. But the most dramatic changes here in the past year have instead focused on helping students and retrain journalists from and other nations of the Commonwealth of Independent States.

Mr. Manoff does not underestimate the challenge that the establishment here, which has been under complete general control for 75 years, faces in reform itself.

"In terms of fundamental cultural change, it's very complicated as changing the country," he said. "It will take decades to change the system," he added, "but we can't because we think we have some immediate input."

WORKSHOPS

1st Annual CONFERENCE ON DIVERSITY

Valuing Diversities: Building Healthy Attitudes in Diverse Communities

Hosted by Florida Community College at Jacksonville in partnership with Jacksonville's business, governmental and educational agencies.

February 10 - 13, 1993

Marina Hotel at St. John's Place, Jacksonville, Florida

The conference will present workshops on:

1. Institutional policies
2. Workplace environment
3. Model programs
4. Cross-cultural communications
5. Demographic impacts & Alternative lifestyles

In education, governmental, business and social settings, learning diversity is a reality. This conference is designed to provide attendees, faculty and students with opportunities to learn through a series of workshop panel discussions, nationally known speakers and round table presentations.

September 21, 1992: Deadline for submitting a proposal.

For proposal forms and more information, contact:

Florida Community College at Jacksonville
FOCC is an equal opportunity/fairness affirmative action college and maintains a smoke-free environment.

Elizabeth Cobb
Florida Community College
at Jacksonville
3079 University Boulevard, Room 3005
(904) 383-3443
Fax (904) 383-3463

John Lawrence Multidisciplinary Symposium Self-Organization, Chaos and the Dynamics of Life

November 6 & 7, 1992, University of South Dakota. Abstract due September 12, 1992. Write or call for detailed information.

The Association on Handicapped Student Service Programs in Postsecondary Education is changing its name

and its unwieldy acronym (AHSSPE). During the closing session of its conference, scheduled for July 22-25 in Long Beach, Calif., it will become the Association on Higher

Education and Disability (AHEAD).

Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



J. Ivan Lagg
Memphis State
University



Anne F. Moora
Oberlin
College



Stephen Lyon,
University of Idaho



Lola S. Cronholm
Barron College
of City U. of New York



William A. Karr
La Roche
College



Gerald I. West
Stan Francisco
State University



Naomi F. Collins
NAFSA: Association
of International Educators

■ **New college and university chief executives:** Berkeley-Alameda campus of California School of Professional Psychology, Katsuyuki Sakamoto; Bethany College (Cal.), Tom Duncan; Dutchess Community College, D. David Conklin; John C. Calhoun Community College, Richard G. Carpenter; Lake Erie College of Osteopathic Medicine, Joseph J. Namey; La Roche College, Msgr. William A. Kerr; Teikyo Post University, Norman L. Stewart.

■ **Other new chief executives:** NAFSA: Association of International Educators, Naomi F. Collins; Common Fund, David K. Storrs; Pennsylvania Commission for Community Colleges and Federation of Community College Trustees, Leland W. Myers.

Appointments, Resignations

Resignations

Deaths

Gazette CONTINUED

Anne L. Collins, director of technical-support services at the law center at Georgetown U., to director of technical division.

David Conkle, dean of newcomers of Pauls of Mercer County Community College, to president of Cutcher's Community College, to director of the library at Southwestern College.

Donald R. Cooper, director of development at Lancaster Theological Seminary, to vice-president for development and university relations.

James E. Dickey, director of financial aid at Baldwin College, to director of quality.

Bernard Coyle, vice-president for research and development at the College of Chiropractic-West, to vice-president for academic affairs at Western State Chiropractic College.

Robert C. Cooper, director of development at Lancaster Theological Seminary, to vice-president for development and university relations.

James W. Moyes, professor of materials science and engineering at Cornell U., to director of the Center for Solid State Sciences at Arizona State University.

William O. Moyes, professor of engineering at Tri-State U., to interim president.

Lola S. Granholm, professor of biology and dean of the College of Arts and Sciences at Eastern U., to provost and vice-chancellor of the University of Birchwood College of City U. of New York.

Nat Dean, director of the Center for Support Services at Ringling School of Art and Design, to director of the college and director of summer sessions at Mizzou Missouri St. Louis, to associate director for the summer session, executive director of the summer program.

Charles Dennerlein, interim academic dean of the college of applied sciences and technology at Morehead State U. (Ky.), to interim academic dean of Concordia College (Minn.).

Arthur J. Dolan, president of Whitworth College, has announced his resignation effective July 31.

Brian Donnelly, director of the department of nursing at La Sierra U., to dean of the new school of nursing.

Ellen Davis, director of student affairs at Kenyon College, to associate professor.

Thomas D. Fawcett, managing director of Missouri Department of Economic Development, to president of Trinity College (Calif.).

John G. Fawcett, assistant vice-president for academic affairs at Florida Atlantic College, to associate professor.

Robert J. McConnell, chairman of the Board of Trustees of Trustee of McConnell College, has announced his retirement, effective December 31.

Norma Fiala Faret, former president of the University of Baltimore, to interim president of Baltimore Hebrew U.

Philip P. Garbo, vice-president for professional programs at Philadelphia Catholic University, to vice-president for academic affairs.

Maryann Gruber, associate dean of liberal arts and sciences at Wenatchee College of the Rockies, to director of undergraduate studies at Babson College.

Raymond J. Paluszak, professor of economics at North Carolina State U., to head of the department.

Ronald J. Paproki, director of budgets and financial planning at U. of Rochester, to vice-president for administration.

Maynard Gruber, associate dean of liberal arts and sciences at Wenatchee College of the Rockies, to director of undergraduate studies at Babson College.

Philip P. Garbo, director of administration at U. of Oklahoma, to vice-president for university advancement at Texas Christian U.

Paul P. Hause, special assistant to the executive vice-president at U. of Tennessee at Knoxville, to vice-chairman of the board of trustees of Louisiana State U. at Shreveport.

Art Helman, professor of cell biology and of biology at Yale U., to chairman of medicine at the faculty of medicine.

Jeanne H. Hause, director of financial counseling in the office of student financial aid at U. of Maryland at College Park, to director of financial aid at Washington State U.

Jesse L. Hobelton, consultant in Charlotte, N.C., to director of planned giving at Queens College (N.C.).

Robert H. Johnson, president of Triton U., has resigned.

Margie W. Kerr, vice-president of university relations at Catholic U. of America, to director of the Roche College of Physicians in September.

Ken Kinde, former executive director of Pine County (Ky.) Chamber of Commerce, to director of external affairs at Pikeville College.

Donald E. Knobell, director of the Meadows and Southern Methodist U., to director of the Meadows Museum of Art at Wichita State U.

Gretchen Krouse, president of Rockford College, to interim president of Olivet College.

Steven L. Levy, professor of comparative medicine and director of the animal breeding program at U. of Alabama at Birmingham, to director of the veterinary program for veterinary affairs and director of the division of comparative medicine at Wake Forest U. (Mo.).

Mark L. Ladd, director of communications and marketing at United Way of the Virginia Peninsula (Hampton, Va.), to vice-chairwoman of the community relations committee at Monroe Community College.

Jess Lang, dean of the College of Sciences and Mathematics at Auburn U., to provost of Memphis State U.

Philip V. Lewis, professor of management at Abilene Christian College, to dean of the school of business at Azusa Pacific U.

Robert L. Lubert, associate dean of learning-support services at Georgia Military College, to director of the library at Southeastern College.

Donald R. Ogden, director of development at Lancaster Theological Seminary, to vice-president for development and university relations.

James W. Moyes, professor of materials science and engineering at Cornell U., to director of the Center for Solid State Sciences at Arizona State University.

Robert P. O'Neil, director of the evening college and director of summer sessions at U. of Missouri-St. Louis, to associate director for the summer session, executive director of the summer program.

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Lola S. Granholm, professor of biology and dean of the College of Arts and Sciences at Eastern U., to provost and vice-chancellor of Birchwood College of City U. of New York.

Nat Dean, director of the Center for Support Services at Ringling School of Art and Design, to director of the college and director of summer sessions at Birchwood College of City U. of New York.

William H. Wunder, associate professor of business and director of non-traditional programs at Kansas Wesleyan U., to director of the master's of business administration executive program and associate professor of business at Friends U.

Carl F. Zerowick, professor of mechanical and aerospace engineering at North Carolina State U., to head of the department.

Matthew A. Daniels, interim academic dean at Concordia College (Minn.), to dean of faculty at Concordia College (Minn.).

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Jess Lang, dean of the College of Sciences and Mathematics at Auburn U., to provost of Memphis State U.

Coming Events

JULY

22-26: Disabilities. Annual conference on disabilities, Association on Handicapped Students, Programs in Postsecondary Education, Rehabilitation and Industry, Connecticut, July 22-26.

22-25: Multimedia. "Multimedia: Applications and Opportunities," conference on applied interactive multimedia, Chicago, Illinois, July 22-25.

22-26: Institutional advancement. "Advancing Your Organization," Council for Advancement and Support of Education, Washington, D.C., July 22-26.

23-25: History. "Surveying the Past: National History Day," National History Day, University of Wisconsin-Milwaukee, Milwaukee, Wis., July 23-25.

23-25: International education. "Internationalizing Your Program," Association of International Education, Washington, D.C., July 23-25.

23-25: Higher education. "Higher Education: The Future of Higher Education," Association of American Colleges and Universities, Washington, D.C., July 23-25.

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